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ASSESSMENT OF THE INTELLECTUAL-SOCIAL-CULTURAL ENVIRONMENT WHICH IS CHARACTERISTIC OF A PRIVATE JUNIOR COLLEGE FOR WOMEN.

BILLINGS, ELIZABETH L. * SPAULDING, HELEN

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*JUNIOR COLLEGES, *ENVIRONMENT, EDUCATIONAL ENVIRONMENT, *FEMALE, *TESTING, *ACADEMIC ABILITY, CURRICULUM, ADMISSIONS (SCHOOL), PERCEPTION, COLLEGE AND UNIVERSITY ENVIRONMENT SCALES (CUES), NEW LONDON, NEW HAMPSHIRE

THE JUNIOR COLLEGE ENVIRONMENT OF A RESIDENTIAL, 2-YEAR PRIVATE COLLEGE FOR WOMEN WAS INVESTIGATED IN TERMS OF THE FIVE DIMENSIONS MEASURED BY THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES (CUES)--PRACTICALITY, COMMUNITY, AWARENESS, PROPRIETY, AND SCHOLARSHIP. ALSO, THE STUDY WAS DESIGNED TO--(1) COMPARE THE PERCEPTION OF CHARACTERISTICS BY STUDENTS, ALUMNAE, AND FACULTY, (2) ASSESS CHANGES THAT MAY OCCUR IN STUDENT PERCEPTION DURING COLLEGE RESIDENCE, (3) DISCOVER IMPLICATIONS GOVERNING ADMISSION POLICY AND CURRICULUM PLANNING, AND (4) EVALUATE THE USEFULNESS OF THE CUES. AT THE TIME THE STUDY WAS INITIATED RESULTS OF CUES WERE AVAILABLE FOR 1963-64. BETWEEN 1964 AND 1966 THE SCALES WERE ADMINISTERED TO ALL STUDENTS AND TO 3 SAMPLE ALUMNAE GROUPS (N=100 FOR EACH GROUP OF ALUMNAE AND 510 FOR ALL STUDENTS). THE "66 PLUS" METHOD OF SCORING WAS THE PRINCIPAL APPROACH USED IN THE STUDY. SCORES WERE OBTAINED ON THE FIVE SCALES FOR ALL GROUPS AND SUBGROUPS IN THE STUDY. THE CHI-SQUARE TEST WAS USED IN DETERMINING THE SIGNIFICANCE OF DIFFERENCES. IT WAS GENERALLY CONCLUDED THAT THE STUDY DOES NOT PROVIDE A BASIS FOR EVALUATING THE EFFECTIVENESS OF CUES IN A MULTIPURPOSE, NONRESIDENTIAL, 2-YEAR COLLEGE. THE FAILURE OF THE COLLEGE S PROFILE TO COINCIDE WITH PATTERNS FOUND IN 4-YEAR SCHOOLS SUGGESTS THE NEED FOR FURTHER RESEARCH. CUES SEEMED TO HAVE BEEN ADEQUATE FOR THE PURPOSES OF THE STUDY. A TOTAL OF 41 SPECIFIC CONCLUSIONS WERE REACHED. (JC)

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# ASSESSMENT OF THE INTELIECTUAL-SOCIAL-CULTURAL ENVIRONMENT WHICH IS CHARACTERISTIC OF A PRIVATE JUNIOR COLLEGE FOR WOMEN

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by

Elizabeth L. Billings

and

Helen Spaulding

Colby Junior College
New London, New Hampshire

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## PROJECT STAFF

**Project Directors:**

Elizabeth L. Billings
Director of counseling and instructor in psychology

Helen Spaulding
Vocational director and instructor in psychology

**Project Secretaries:**

Miss Margaret Abbott

Miss Minna Canell

Mrs. Daniel W. Connell, Jr.

Mrs. Guido R. Donatella

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## Size of Groups

| | N |
|---|---|
| All students in 1964 | 503 |
| All students in 1965 | 510 |
| Faculty and administration | 55 |
| All alumnae | 202 |
| Class of 1949 | 63 |
| Class of 1954 | 68 |
| Class of 1959 | 71 |
| Freshmen | |
| Class of 1965 | |
| September | 277 |
| February | 257 |
| Class of 1966 | 283 |
| Seniors | |
| Class of 1964 | 229 |
| Class of 1965 | 211 |
| Class of 1966 | 226 |
| Private school | |
| 1964 | 221 |
| 1965 | 199 |
| 1966 (Senior and third-year only) | 84 |
| Public school | |
| 1964 | 282 |
| 1965 | 311 |
| 1966 (Senior and third-year only) | 162 |

| Curricular groups | 1st year | 2nd year | 3rd year |
|---|---|---|---|
| Liberal Arts | 363 | 462 | |
| Secretarial | 121 | 143 | |
| Medical | 56 | 61 | 53 |

## I. Introduction

The extensive and rapid increase of two-year colleges calls for evidence of the particular educational situations which they provide, for clarification of their distinctive, varied, and multiple natures.

Educational growth, like all behavioral change, results from an interaction between the individual and the environment, the student and the institution. Evaluation of this growth requires empirical measurement, not only of output in terms of the changes which appear to occur through education, but also of input, the characteristics of the students and of the institutions which are the determinants of these changes.

For many years, students have been extensively studied through the traditional means of intelligence, aptitude, interest, personality, and attitude tests. Enumerations of such factors as facilities, faculty, programs, enrollment, and endowment have been accepted, in general, as providing differential descriptions of colleges. Only relatively recently and to a limited extent have scales such as the College Characteristics Index[1] and the College and University Environment Scales[2] been available for quantitative investigation of "the educationally and psychologically functional environment" (Pace, 1963, p. 3), the environmental factor as it is perceived.

Newcomb's now classic research at Bennington (1943) and the large-scale Vassar study directed by Nevitt Sanford (Freedman, 1956) have clearly demonstrated the existence and influence of distinctive campus atmospheres

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[1] College Characteristics Index, distributed by Psychological Research Center, Syracuse University, Syracuse, New York.

[2] College and University Environment Scales by C. Robert Pace, published and distributed by Educational Testing Service, Princeton, New Jersey.

and cultures, defined and maintained to a large degree by the students themselves. Bushnell concluded that the influence of the peer-group was sufficiently strong to immunize the motivations for accepting faculty-sponsored and administration-sponsored changes (1962, p. 542). David Boroff in Campus U.S.A. has described the "institutional personalities" of ten representative colleges, which he finds, however, might be divided into two kinds: "those which we might call adolescent reservations, fenced off from serious adult concern, and those which represent a transition to adulthood" (1961, p. 191). On the basis of his studies with the Environmental Assessment Technique (EAT) (Astin and Holland, 1961), which assesses the environment in terms of eight characteristics of the student body, Astin has suggested that college environments may be viewed as potential stimuli, as "observable characteristics of the college that are capable of changing the sensory input to the student attending the college" (1965). Acknowledgement of the importance of the environment provided by the college has led to the "transactional approach," described by Morris Stein in Personality Measures in Admissions (1963), based upon "the assumption that success in college . . . is a function of the transactions between the individual and his environment" (1963, p. 50). Extensive studies with the College Characteristics Index have been summarized by Pace in the following way: (1) "Some things are true of all colleges." (2) "Beyond these few common characteristics, colleges differ greatly from one another." (3) "The differences between college environments . . . fall into several fairly clear patterns." (4) "Distinctive patterns of college environments have predictable and demonstrable consequences." (5) ". . . about 30 per cent of the distinctive environment is accounted for by the students it [the college] admits" (1962, p. 47 ff.).

In the College and University Environment Scales (CUES), Pace has attempted to provide "a direct analysis of environmental differences between institutions" (1963, p. 8), through items measuring five dimensions: practicality, community, awareness, propriety, and scholarship. Scores are for the college rather than the individual.

Norms for the scales were based upon administration in forty-eight four-year colleges and universities, chosen "to reflect much of the broad spectrum of American higher education" (1963, p. 11). On the basis of early uses of the scales, Pace concluded that "one can tentatively group colleges and universities into six patterns" (1963, p. 71). However, he adds:

> Certainly one generalization which clearly emerges from these studies of college environments is that it is risky to generalize. Many institutions of the same presumed type are, in fact, quite different from one another. . . . It is partly for this reason that CUES are potentially useful both for the institutions and for the prospective student. If colleges and universities are different from one another, with many being unique in significant ways, knowledge of the perceived atmosphere of a campus could lead to planned modification or planned preservation, whichever is wished by the faculty and administration, and to hopefully wiser choices on the part of the selective students who are as eager to know more about the college as the college is insistent on knowing a lot about them (1963, p. 76).

A number of studies reported by Pace gave very little evidence of subgroup differences within an institution. The one exception was that freshman and senior scores appeared to be less representative of the institution as a whole than did the reports of sophomores and juniors who were in general agreement (1963, p. 58).

The preliminary studies with CUES did not include junior colleges and a survey of the literature before 1964 did not reveal any reports of junior-college investigations. There was, however, indication that CUES

were "being given in quite a few Junior Colleges in California, plus several in other parts of the country."[1]

Richards, Rand, and Rand have noted that in studies of college environments previous to 1965 "the nearly 600 accredited junior colleges in the United States have been ignored" (1965, p. 2). They observe that such omission is particularly unfortunate since it is estimated by some "that by 1970, some junior college will be the first college attended by 75 [per cent] of entering college freshmen" (1965, p. 3). Comparing their findings for junior colleges with Astin's study of four-year colleges (1962), they interpret the results to mean "that junior colleges are different from four-year colleges, and that it would not be appropriate to apply a classification scheme developed for one type of college to the other type" (Richards, Rand, and Rand, 1965, p. 22).

Since, in addition, two-year colleges are widely diversified in nature and potentialities for generalizations concerning them are limited, there is need for extensive evidence to clarify their distinctive characteristics. Therefore, it is the purpose of this study to provide an assessment of the intellectual-social-cultural environment which is characteristic of a private junior college for women.

## II. Objectives

A. To determine the perceived characteristics of a residential two-year college for women in terms of the five dimensions measured by College and University Environment Scales (CUES): practicality, community, awareness, propriety, and scholarship.

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[1] C. Robert Pace, letter dated Dec. 11, 1963.

B. To compare the perception of characteristics by students, by alumnae, and by faculty and administration.

C. To find what changes may occur in student perceptions during residence in college.

D. To compare the perceptions of various student subgroups: freshmen, seniors, students differing in high school preparation, and students enrolled in the several curricula.

E. To discover implications concerning admission policy, curriculum planning, or desirable change in other aspects of the college.

F. To evaluate the usefulness of the scales in the study of two-year colleges.

III. Procedures

A. Description of the scales

In the Preliminary Technical Manual, Pace has described in detail the empirical development of the scales and the sample of institutions included in the original analysis (1963, p. 8-35). CUES differ both theoretically and factually from the College Characteristics Index (CCI) in describing institutional differences through analysis of the environmental situation without reference to personality factors. Thirty items in each scale, included for educational content rather than for psychological content, provide measures of five dimensions descriptive of the institution: practicality, community, awareness, propriety, and scholarship.

These dimensions are described as follows:

Scale 1. Practicality suggests a practical, organizational emphasis, characterized by order and supervision. Personal status is important and is achieved through doing what is expected, knowing the right people and belonging to the right groups. School spirit and student leadership are evident on campus.

Scale 2. Community describes a campus which is friendly, supportive, and sympathetic. There is group loyalty to the college as a whole.

Scale 3. Awareness is found in a college which stresses the search for meaning, personal, poetic, and political. There is extensive opportunity and encouragement for creativeness, appreciation, expressiveness and concern.

Scale 4. Propriety is true of a conventional, polite, and considerate atmosphere where there is little rebellion or risk-taking.

Scale 5. Scholarship is the emphasis of a highly academic environment in which intellectual interest, concern for ideas, and disciplined pursuit of knowledge prevail.

B. Method of scoring

The principal approach used in this study is the "66 plus" method of scoring in which those items answered in the keyed direction by 66 per cent or more of each group are counted as being characteristic of the group. Scores on each scale can range from 0 to 30.

The "66 plus and 33 minus" method is also used for some analyses to provide additional information by identifying those items on which there is consensus opposed to the keyed direction.

C. Student population

The students of Colby Junior College are young women between the approximate ages of eighteen and twenty. About two-thirds of them are enrolled in a two-year liberal arts program and nearly seventy per cent of these continue their formal education through transfer. Other two-year programs are in general, medical, and technical secretarial studies. Students in these have been combined for purposes of this study into a "secretarial" group.

In addition, the college offers three-year programs in medical technology and medical record administration. The combined group of students in these programs will be called "medical."

Throughout this report, "freshmen" will refer to first-year students and "seniors" to second-year students in all curricula.

D. Schedule of administration

The scales were administered to:

1. All entering students at the beginning of the orientation program, prior to the first formal classes, in September 1963.
2. The entire student body in February 1964 and February 1965, and to upperclassmen in February 1966.
3. All members of the faculty and five members of the administration (President, Dean of the College, Dean of Students, Director of Admissions, and Registrar) during January-February 1964.
4. Three sample alumnae groups of one hundred each from the classes of 1949, 1954, and 1959 by mail. These samples were selected randomly from the active mailing list of the Alumnae Association.

E. Techniques of analysis

1. In measuring differences in scores of subgroups, three categories of responses are used. Items are classified as (a) highly characteristic of the college in the keyed direction (66+), (b) highly characteristic in the reverse of the keyed direction (33-), or (c) characterized by considerable division of opinion (34 through 65). The chi-square test is used to determine the significance of the differences, and the .05 level is accepted as the criterion of significance.
2. In the analysis of differences among subgroups on specific items, the standard error of difference between percentages is used. A standard error which reaches or exceeds a critical ratio of 1.96 (.05 level) is accepted as significant.

## IV. Results

The results which follow present:

1. A general description of the profile of the college, based upon administration of the scales to the entire student body in 1964 and 1965, with a comparison of the profile to the tentative norms for the scales published by Pace (1963).

2. Subgroup studies which include student-faculty-alumnae comparisons, longitudinal surveys of the classes of 1965 and 1966, freshman-senior differences for two years, a comparison of students from private schools with those entering college from public high school, and description of curricular groups.

### A. General description

Table 1, presenting the results for all students in 1964 and 1965, introduces the basic pattern which characterizes this study. Scale 2. Community and Scale 4. Propriety are agreed to be most characteristic of the college.

Table 1

Results for All Students in 1964 and 1965

| | 66/ Scores | | Percentile equivalent* | | Rank | |
|---|---|---|---|---|---|---|
| | '64 | '65 | '64 | '65 | '64 | '65 |
| Scale 1. Practicality | 9 | 9 | 37 | 37 | 4 | 4 |
| Scale 2. Community | 18 | 18 | 87 | 87 | 1 | 1 |
| Scale 3. Awareness | 10 | 8 | 38 | 28 | 3 | 5 |
| Scale 4. Propriety | 12 | 14 | 64 | 77 | 2 | 2 |
| Scale 5. Scholarship | 5 | 9 | 22 | 40 | 5 | 3 |

*Pace's norms

The general pattern remains the same for both groups though there is variation in the scores of three scales and the rank of two. However, the largest difference in scores, which occurs on the Scholarship scale, is not large enough to be significant at the .05 level. More remarkable is the perfect agreement of these two groups concerning Practicality and Community.

Fig. 1 indicates the profiles when these results are compared with the responses of the norm group of colleges and universities (Pace, 1963, p. 42).

Figure 1

Profiles for All-student Responses in 1964 and 1965

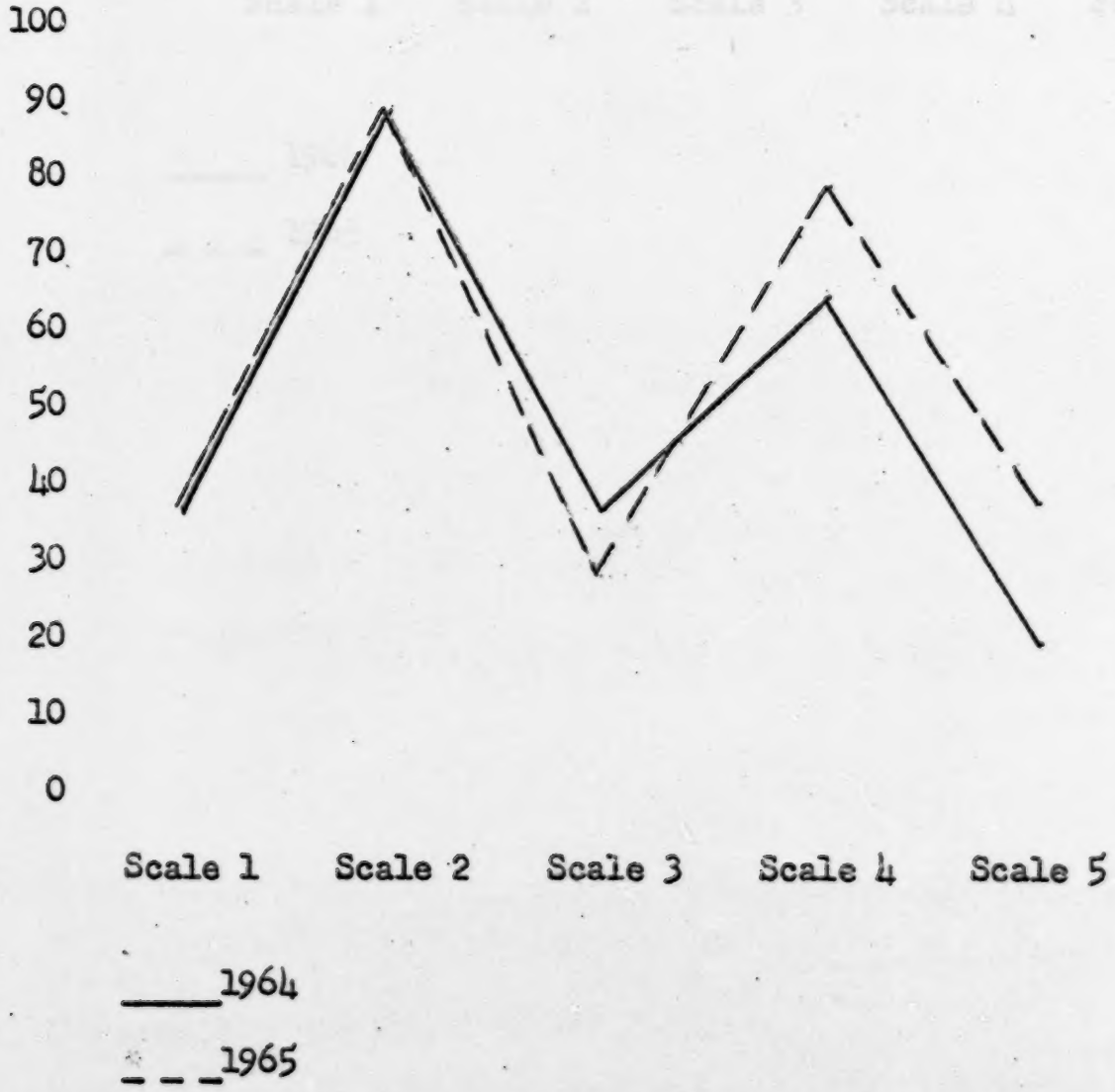


Fig. 2 charts the 66/ scores for both groups.

Figure 2

66/ Scores for All Students in 1964 and 1965

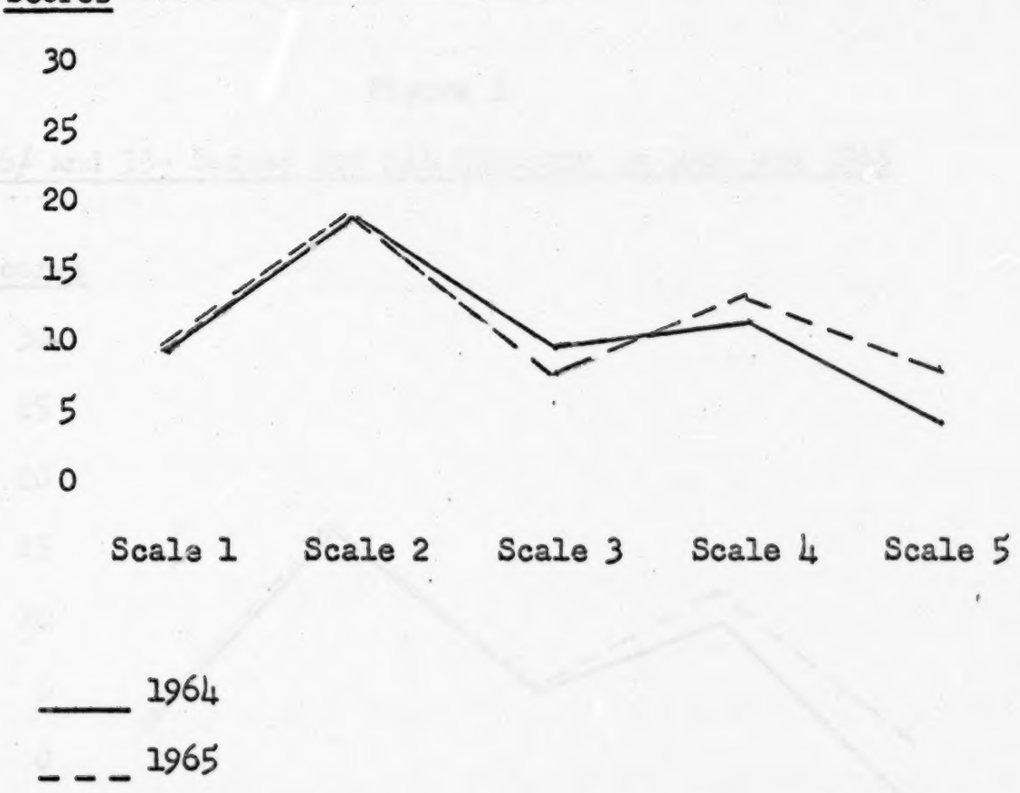
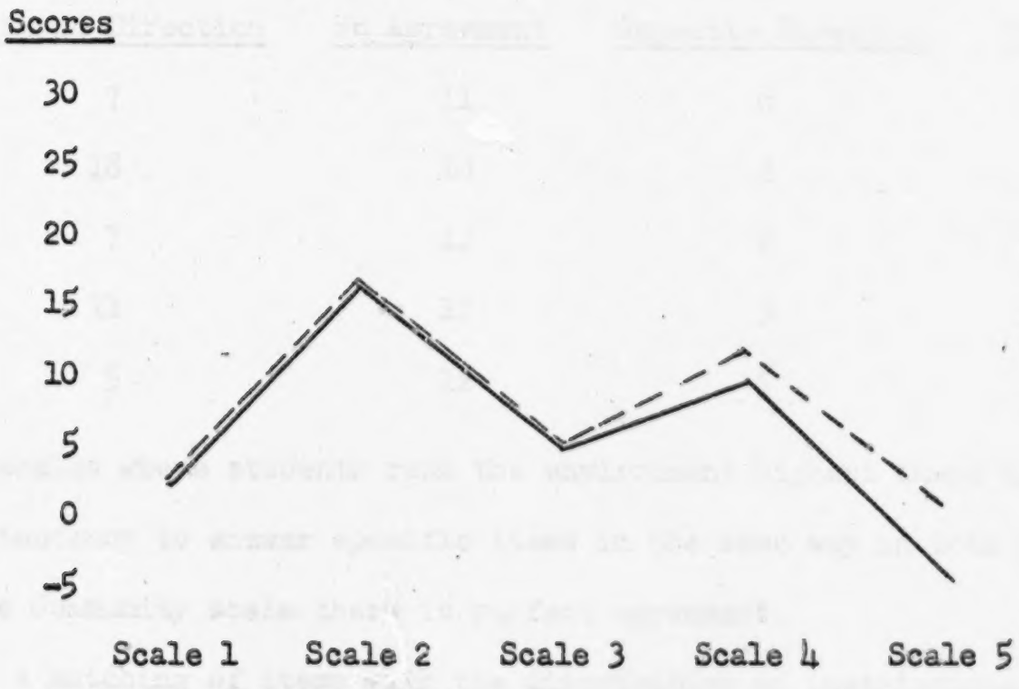


Fig. 3 shows the results for 1964 and 1965 when both the positive and the negative responses are included in the scores. With this method of scoring there is perfect agreement in the ranking of all scales. Negative perceptions are most characteristic of Practicality and Scholarship and least characteristic of Community.

Figure 3

66/ and 33- Scores for All Students in 1964 and 1965



Although scale scores may remain the same from year to year, the specific items answered in the keyed direction, with no agreement, or opposite the keyed direction may vary. Therefore, an analysis is made of items answered in the same direction in both years. The number of these items on each scale and the categories in which they occur are shown in Table 2.

Table 2

Items in Same Category in 1964 and 1965

| Scale | Keyed Direction | No Agreement | Opposite Direction | Total |
|---|---|---|---|---|
| 1 | 7 | 11 | 6 | 24 |
| 2 | 18 | 10 | 2 | 30 |
| 3 | 7 | 12 | 2 | 21 |
| 4 | 11 | 12 | 3 | 26 |
| 5 | 5 | 12 | 5 | 22 |

On those scales where students rank the environment highest there is the greatest tendency to answer specific items in the same way in both years and on the Community scale there is perfect agreement.

A matching of items with the distribution of institutional responses presented by Pace (1963, p. 43-47) shows scores for only three items exceeding the mean by more than two sigma, one in the positive direction on Propriety and one each in the negative direction on Awareness and Scholarship. In general, item scores fall well within the range for four-year colleges.

Pace concluded from analysis of scores in his preliminary study that colleges and universities can be tentatively grouped into six patterns. This junior-college profile most closely resembles his fourth group, "pri-

marily of small strongly denominational colleges characterized by high scores on the practicality, community, and propriety scales and by low scores on awareness" (1963, p. 71). However, it does not exactly correspond to any of his six patterns.

B. Subgroup comparisons

1. Student - faculty and administration - alumnae

Returns from approximately two-thirds of each sample of alumnae randomly selected from three classes, 1949, 1954, and 1959, show almost complete unanimity in recall of characteristics of the college (Fig. 4 and Table 3).

Figure 4

Profiles for Alumnae Responses

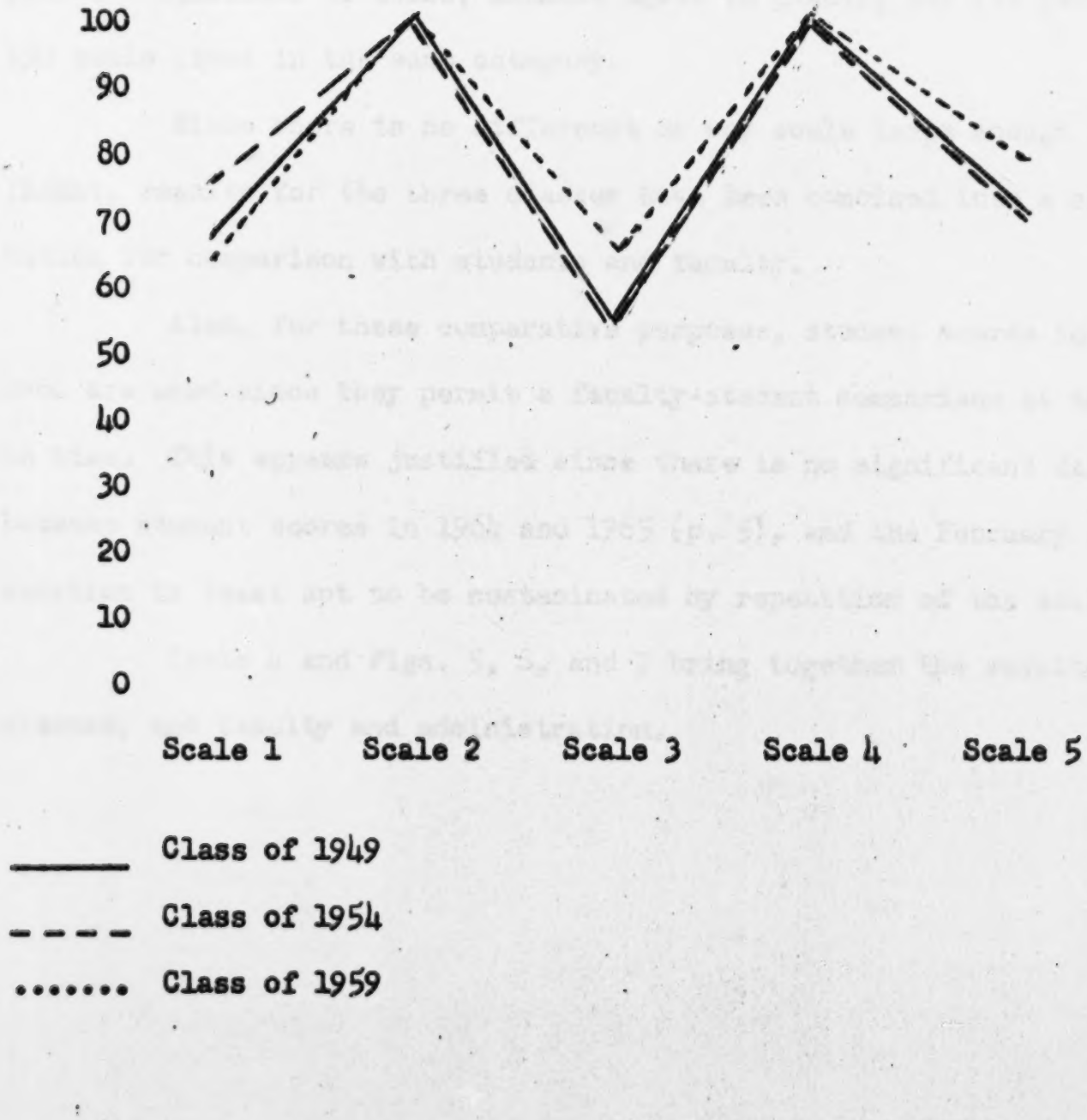


Table 3

Ranking of Scales by Alumnae

| | 1949 | 1954 | 1959 |
|---|---|---|---|
| Scale 1. Practicality | 4 | 4 | 5 |
| Scale 2. Community | 1 | 1 | 1 |
| Scale 3. Awareness | 5 | 5 | 4 |
| Scale 4. Propriety | 2 | 2 | 2 |
| Scale 5. Scholarship | 3 | 3 | 3 |

It is interesting to note that the alumnae view of the college becomes established within five years of graduation and remains essentially the same in spite of change or growth in the college over a period of fifteen years. Regardless of class, alumnae agree in placing 119 (79 per cent) of the 150 scale items in the same category.

Since there is no difference on any scale large enough to be significant, results for the three classes have been combined into a single distribution for comparison with students and faculty.

Also, for these comparative purposes, student scores in February 1964 are used since they permit a faculty-student comparison at the same point in time. This appears justified since there is no significant difference between student scores in 1964 and 1965 (p. 5), and the February 1964 administration is least apt to be contaminated by repetition of the scales.

Table 4 and Figs. 5, 6, and 7 bring together the results for students, alumnae, and faculty and administration.

Figure 5

Profiles for Students, Alumnae, and Faculty and Administration

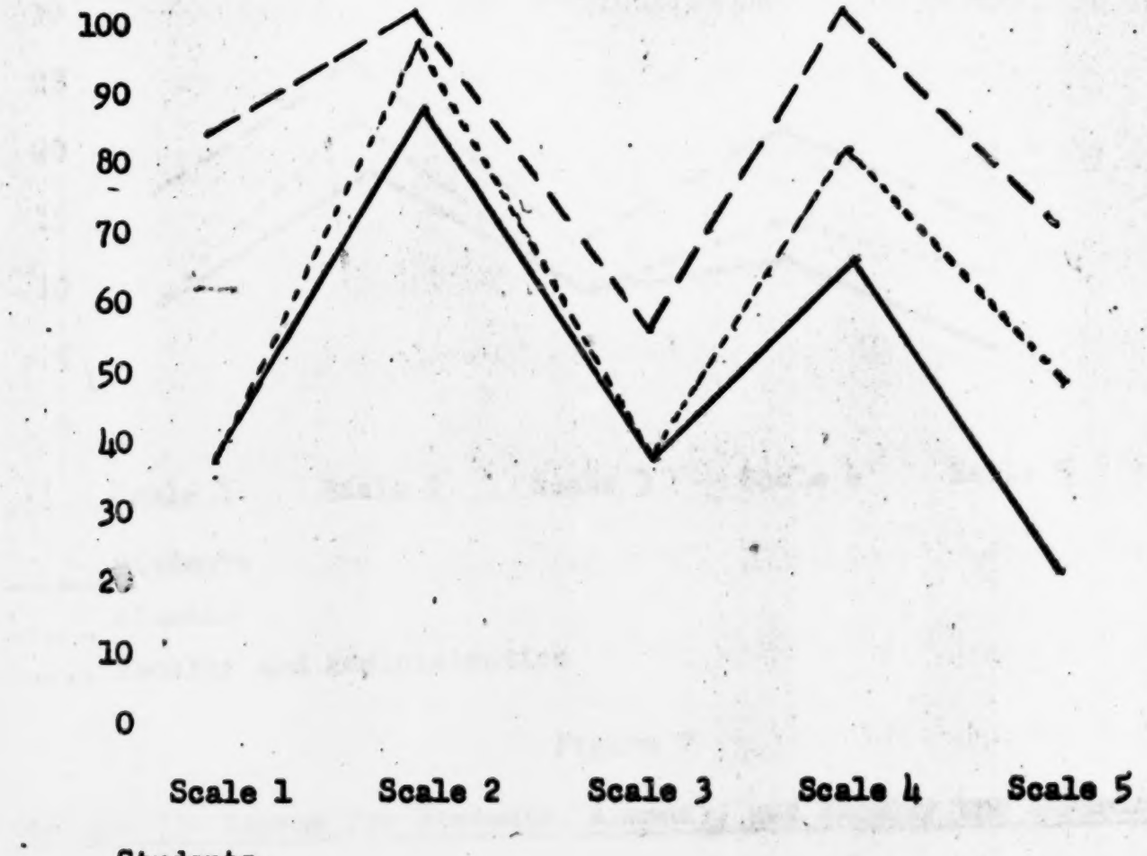



Table 4

Ranking of Scales by Students, Alumnae, and Faculty and Administration

| | Students | Alumnae | Faculty & Administration |
|---|---|---|---|
| Scale 1. Practicality | 4 | 3 | 5 |
| Scale 2. Community | 1 | 1 | 1 |
| Scale 3. Awareness | 3 | 5 | 4 |
| Scale 4. Propriety | 2 | 2 | 2 |
| Scale 5. Scholarship | 5 | 4 | 3 |

Figure 6

66/ Scores for Students, Alumnae, and Faculty and Administration

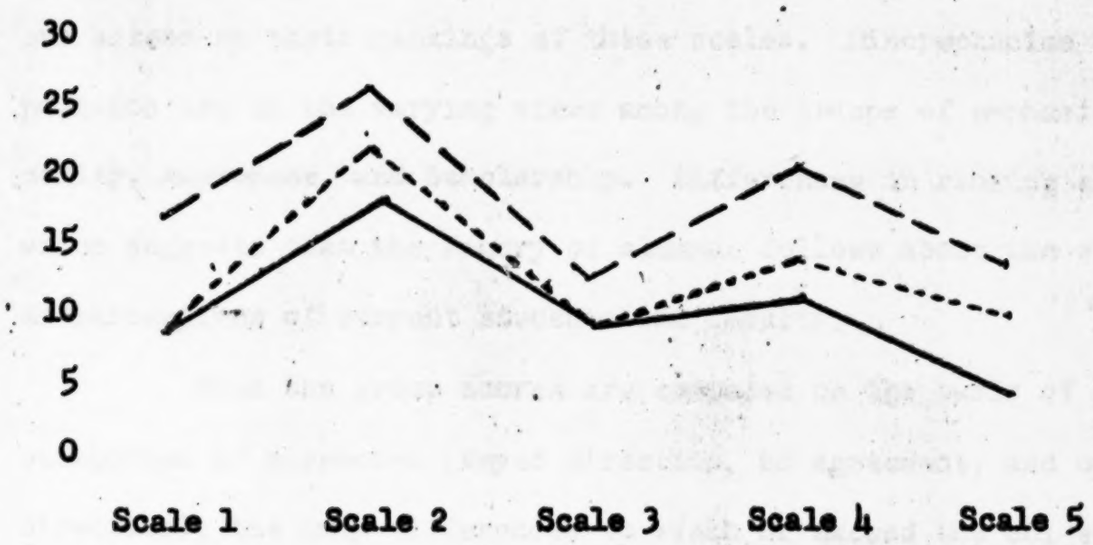
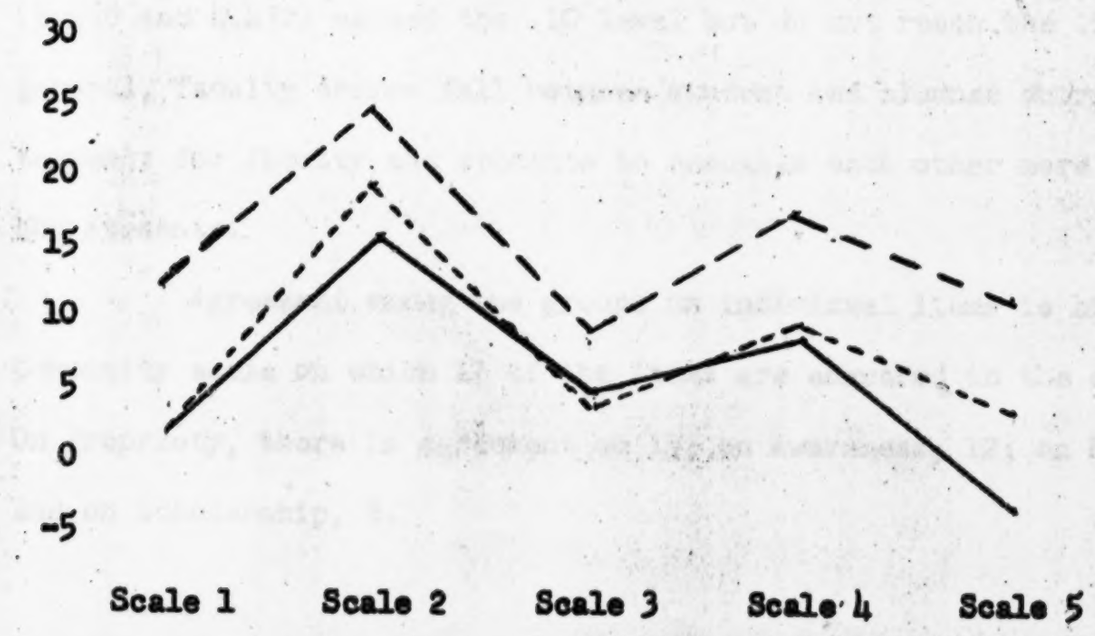



Figure 7

66/ and 33- Scores for Students, Alumnae, and Faculty and Administration



The generally higher scores for alumnae imply the "halo effect" of recall. However, alumnae, students, and faculty and administration identify Community and Propriety as most characteristic of the college and are agreed on their rankings of these scales. Discrepancies in relative position are in the varying views among the groups of emphasis upon Practicality, Awareness, and Scholarship. Differences in ranking are not large which suggests that the memory of alumnae follows about the same pattern as perceptions of current students and faculty.

When the group scores are compared on the basis of the three categories of responses (keyed direction, no agreement, and opposite keyed direction), the only differences to reach or exceed the chi-square of 5.991 required for the .05 level are between students and alumnae on Propriety and Scholarship Scales. These two chi-squares are as follows:

Students and alumnae Scale 4 - 7.942
Students and alumnae Scale 5 - 8.854

The next two largest differences are again between students and alumnae on the Community and Practicality scales. In both instances the chi-squares (5.558 and 4.432) exceed the .10 level but do not reach the .05 level. In general, faculty scores fall between student and alumnae scores with a tendency for faculty and students to resemble each other more than do alumnae and students.

Agreement among the groups on individual items is highest on the Community scale on which 17 of the items are answered in the same category. On Propriety, there is agreement on 13; on Awareness, 12; on Practicality, 9; and on Scholarship, 8.

Table 5 shows the number of items on which alumnae and faculty and administration scores exceed the published mean by more than two sigma. It will be recalled that student scores fell outside this range for only three items (p. 12).

Table 5

Deviations from the Published Mean Greater than Two Sigma for Alumnae and Faculty and Administration

| | | Plus Deviations | | Minus Deviations | |
|---|---|---|---|---|---|
| | | Alumnae | Faculty | Alumnae | Faculty |
| Scale 1. | Practicality | 1 | 0 | 1 | 0 |
| Scale 2. | Community | 6 | 4 | 0 | 0 |
| Scale 3. | Awareness | 5 | 0 | 3 | 4 |
| Scale 4. | Propriety | 12 | 3 | 0 | 0 |
| Scale 5. | Scholarship | 3 | 2 | 0 | 0 |

Does the extent of unanimity among alumnae suggest the development of a stereotyped image of the college?

2. Changes during residence in college

CUES were administered three times to the class of 1965: in September 1963 when students were asked to respond to the scales on the basis of their expectations, in February 1964 (freshman year), and in February 1965 (senior year). Results are presented in Figs. 8 and 9 and Table 6.

Figure 8

66/ Scores for the Class of 1965

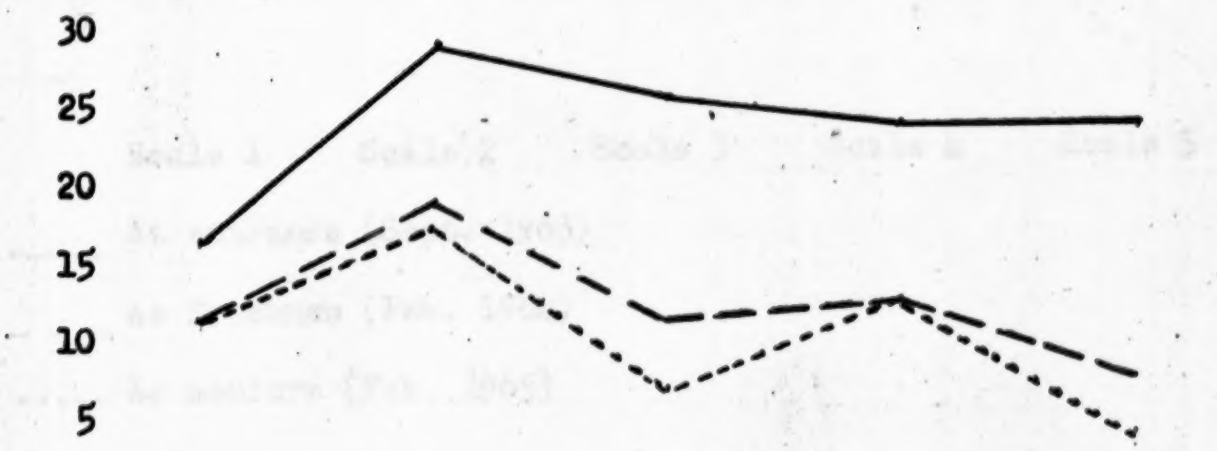


Figure 9

66/ and 33- Scores for the Class of 1965

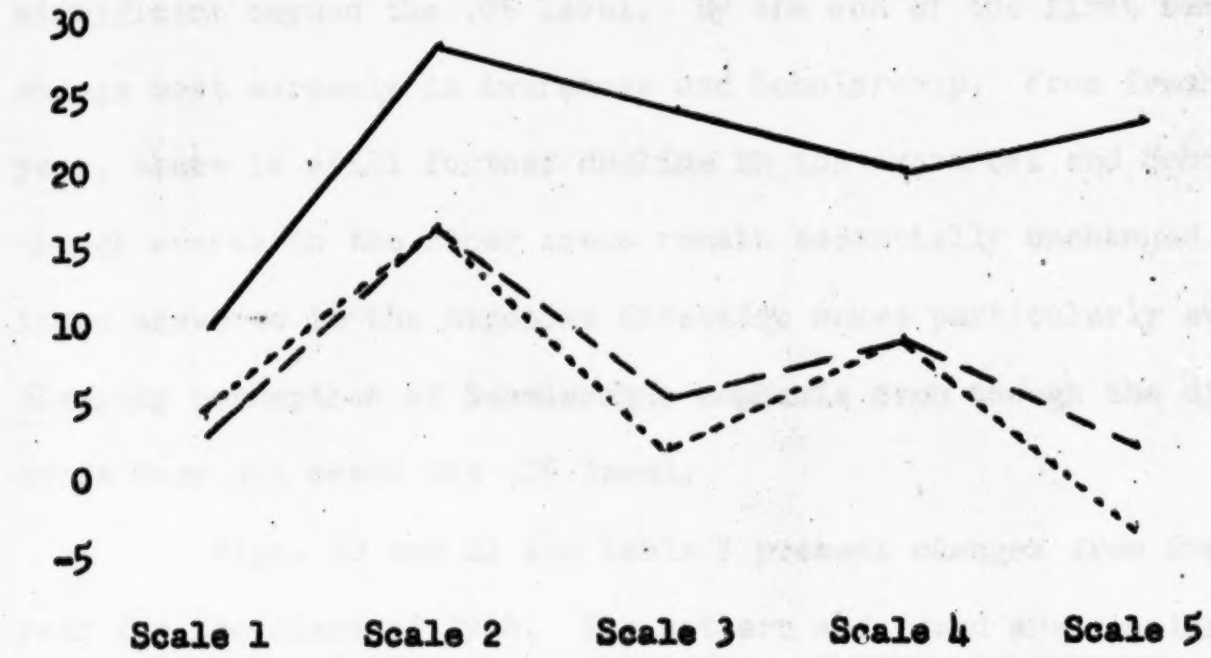



Table 6

Ranking of Scales by Class of 1965

| | At Entrance | As Freshmen | As Seniors |
|---|---|---|---|
| Scale 1. Practicality | 5 | 3.5 | 3 |
| Scale 2. Community | 1 | 1 | 1 |
| Scale 3. Awareness | 2 | 3.5 | 4 |
| Scale 4. Propriety | 3.5 | 2 | 2 |
| Scale 5. Scholarship | 3.5 | 5 | 5 |

Community is ranked first at all three times. Awareness ranks second in expectations but, in the second administration, Propriety achieves the second position which it maintains while Awareness gradually declines to fourth rank in the senior year.

Scores for entering students are higher on all scales than for any group at any other time. They indicate unrealistic expectations in all areas except Practicality. On all scales except Practicality, the differences are significant beyond the .05 level. By the end of the first semester, scores change most markedly in Awareness and Scholarship. From freshman to senior year, there is still further decline in the Awareness and Scholarship scores though scores in the other areas remain essentially unchanged. Inclusion of items answered in the negative direction makes particularly evident the changing perception of Scholarship emphasis even though the difference in score does not reach the .05 level.

Figs. 10 and 11 and Table 7 present changes from freshman to senior year for the class of 1966. The pattern and trend are similar to those characteristic of the preceding class. Community and Propriety continue to rank first and second. Practicality is ranked higher and Scholarship lower in the senior year.

Figure 10

66/ Scores for the Class of 1966

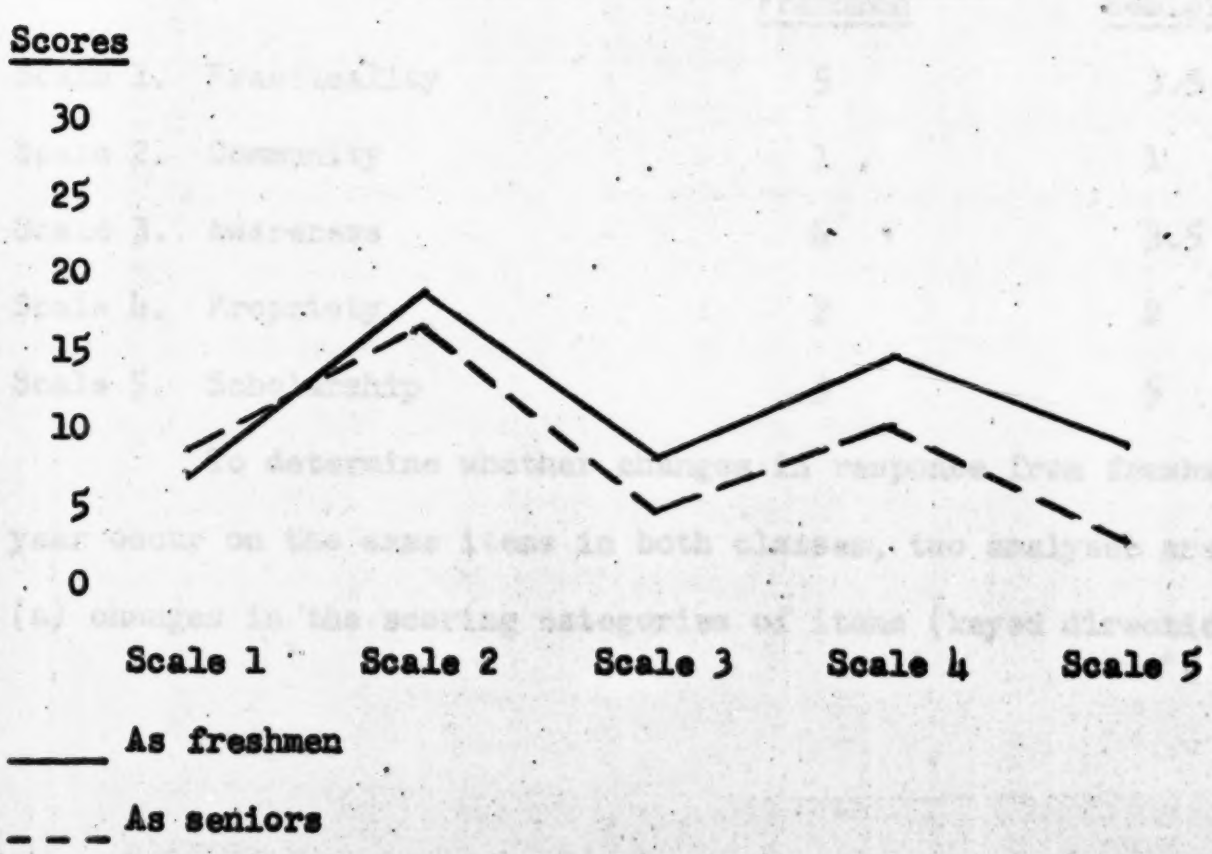


Figure 11

66⁄ and 33- Scores for the Class of 1966

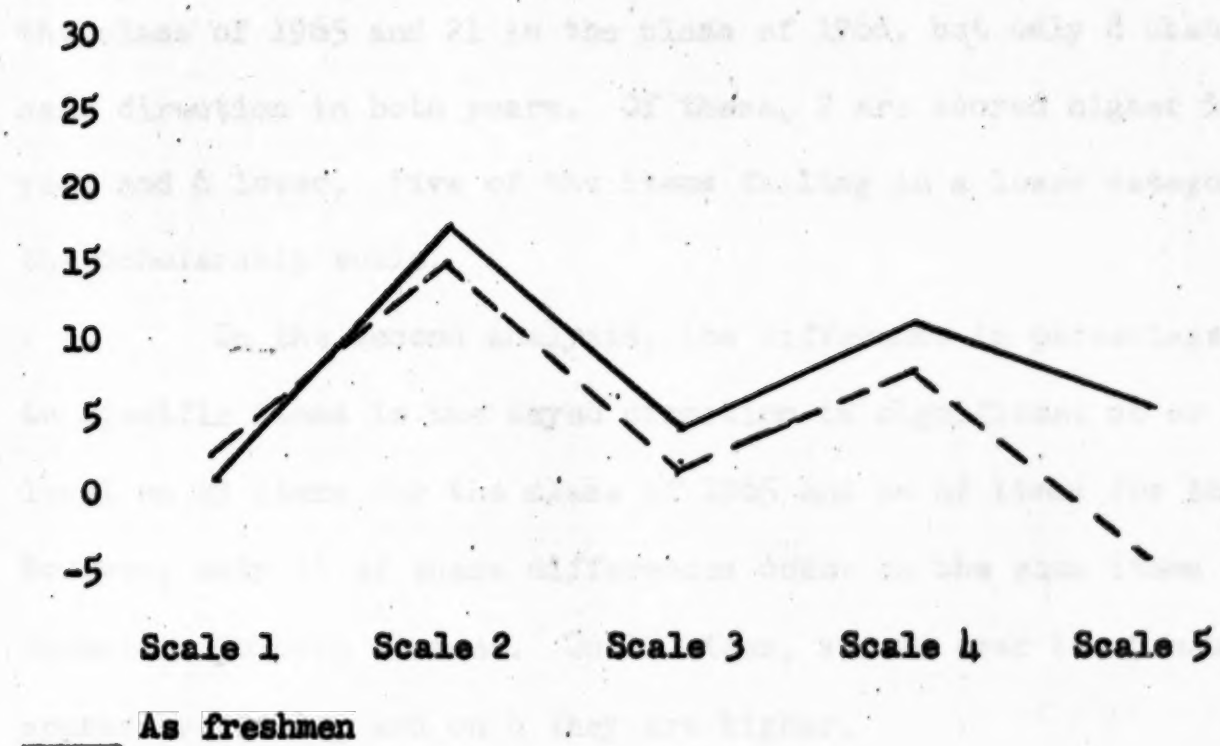



Table 7

Ranking of Scales by Class of 1966

| | | As Freshmen | As Seniors |
|---|---|---|---|
| Scale 1. | Practicality | 5 | 3.5 |
| Scale 2. | Community | 1 | 1 |
| Scale 3. | Awareness | 4 | 3.5 |
| Scale 4. | Propriety | 2 | 2 |
| Scale 5. | Scholarship | 3 | 5 |

To determine whether changes in response from freshman to senior year occur on the same items in both classes, two analyses are made:

(a) changes in the scoring categories of items (keyed direction, no agreement,

and opposite keyed direction), and (b) significance of differences in percentage responding to specific items in the keyed direction. The first analysis shows 26 items changing category from freshman to senior year in the class of 1965 and 21 in the class of 1966, but only 8 change in the same direction in both years. Of these, 2 are scored higher in the senior year and 6 lower. Five of the items falling in a lower category are on the Scholarship scale.

In the second analysis, the difference in percentage responding to specific items in the keyed direction is significant at or beyond the .05 level on 49 items for the class of 1965 and on 42 items for the class of 1966. However, only 15 of these differences occur on the same items and in the same direction in both classes. On 11 items, spread over the 5 scales, senior scores are lower, and on 4 they are higher.

Except for the direction of change, both analyses show no marked consistency of changes occurring on the same items in both classes. The larger number of differences in the second analysis reflects the fact that significant changes may occur on some items without affecting scale scores.

3. Freshmen and Seniors in 1964 and 1965

Figs. 12, 13, 14, 15 and Table 8 present results comparing freshman and senior perceptions within the same year for 1964 and 1965. Ranking of areas shows more uniformity than difference throughout. In 1964, seniors place somewhat more emphasis on Practicality. In 1965, seniors rank Practicality higher and Scholarship lower than freshmen.

Freshmen and seniors agree almost perfectly in Community score for both years. In 1964, the freshman score for Awareness is higher than for

seniors; but in 1965, both classes agree in giving Awareness a relatively low score. In both years, scores on Propriety and Scholarship are lower for seniors. Still, in no instance are the differences between freshmen and seniors large enough to be significant.

Figure 12

66/ Scores for Freshmen vs. Seniors in 1964

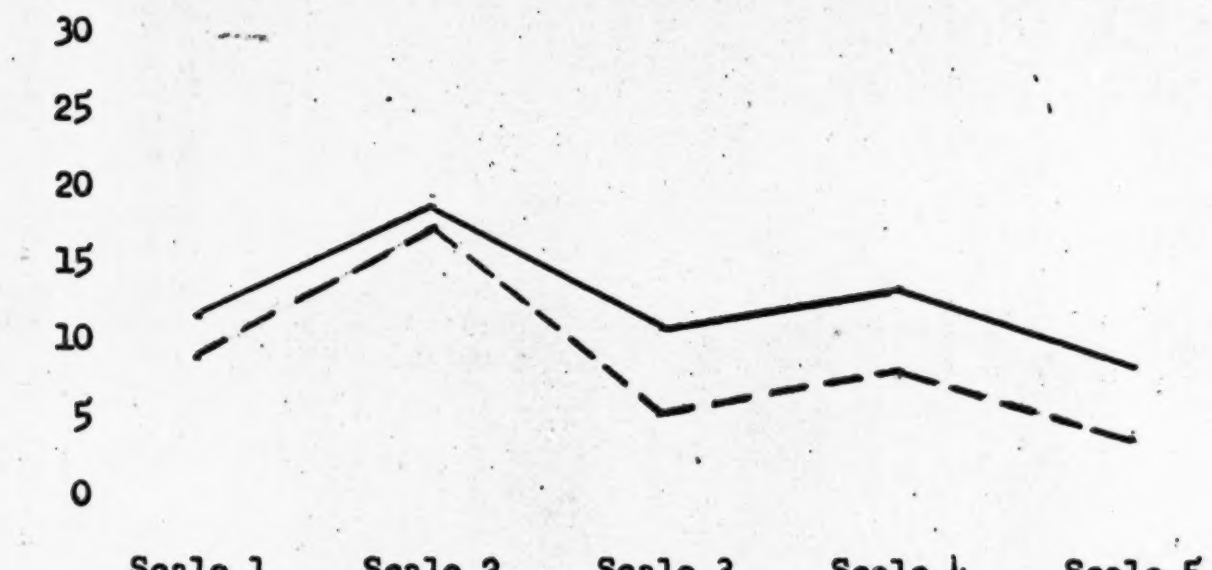



Figure 13

66/ Scores for Freshmen vs. Seniors in 1965

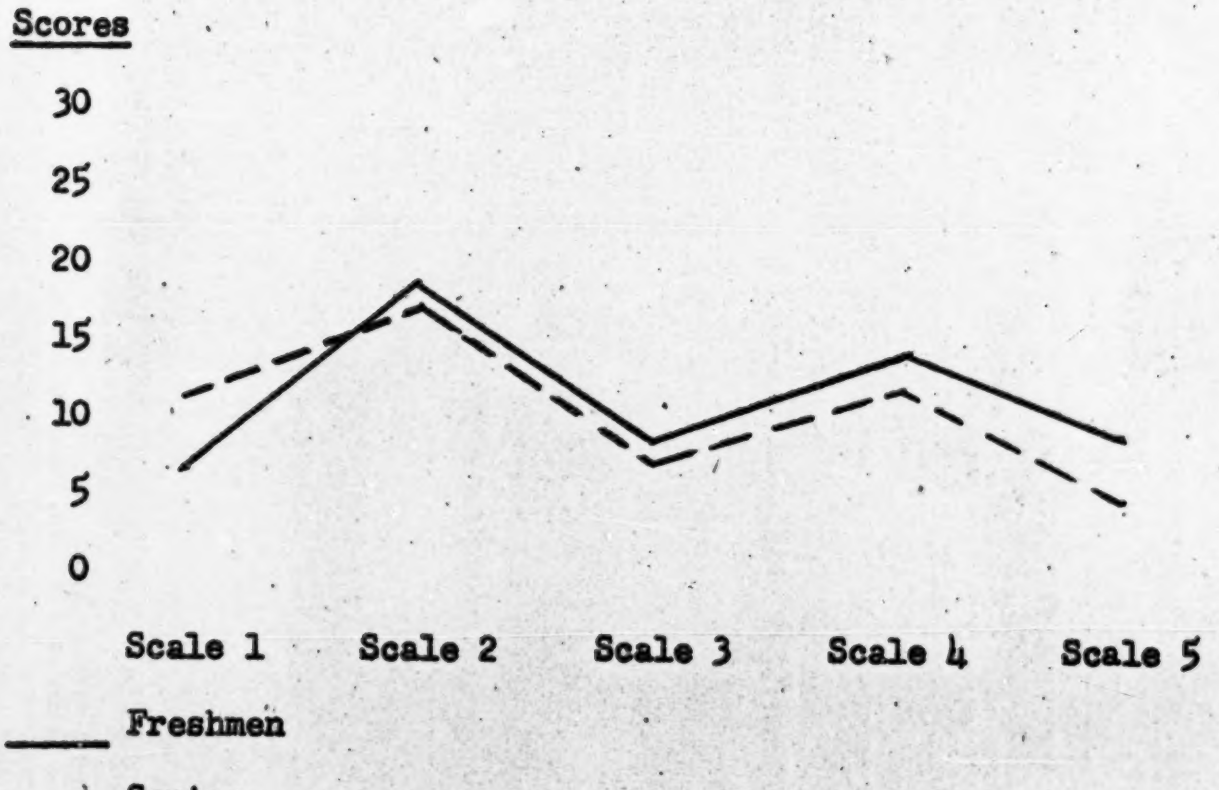


Figure 14

66⁄ and 33- Scores for Freshmen vs. Seniors in 1964

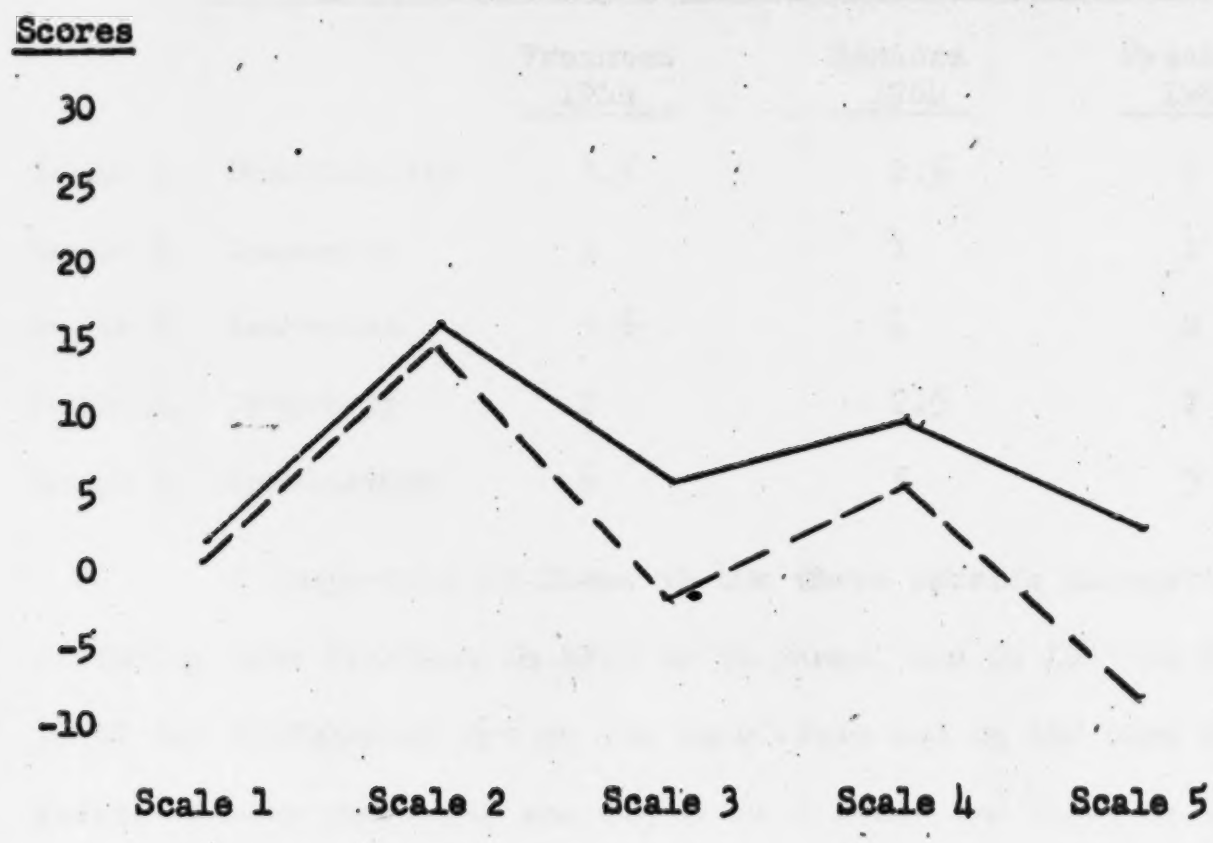



Figure 15

66⁄ and 33- Scores for Freshmen vs. Seniors in 1965

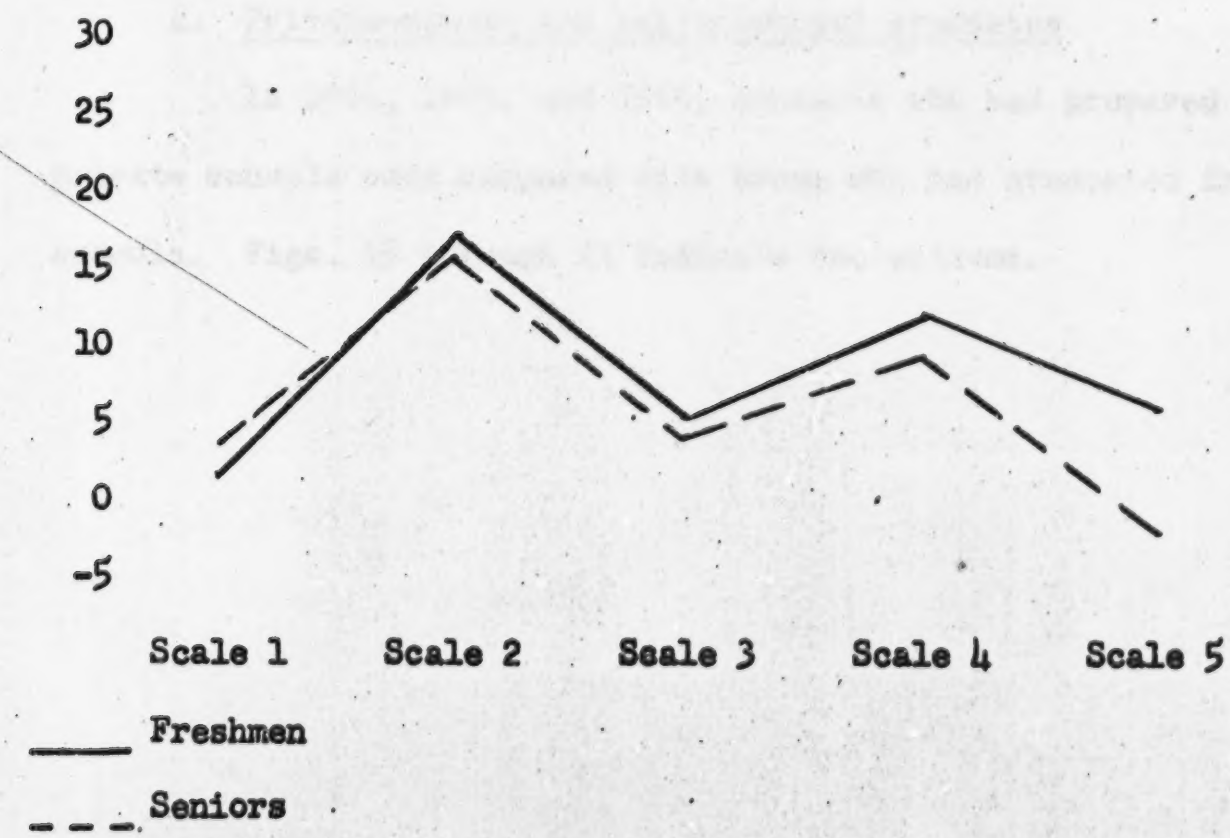


Table 8

Ranking of Scales - Freshmen vs. Seniors in 1964 and 1965

| | | Freshmen 1964 | Seniors 1964 | Freshmen 1965 | Seniors 1965 |
|---|---|---|---|---|---|
| Scale 1. | Practicality | 3.5 | 2.5 | 5 | 3 |
| Scale 2. | Community | 1 | 1 | 1 | 1 |
| Scale 3. | Awareness | 3.5 | 4 | 4 | 4 |
| Scale 4. | Propriety | 2 | 2.5 | 2 | 2 |
| Scale 5. | Scholarship | 5 | 5 | 3 | 5 |

A comparison of items in the three scoring categories shows seniors differing from freshmen in 1964 on 32 items, and in 1965 on 24 items. Only 12 of the differences are on the same items and in the same direction in both years. Senior responses are higher on 2 items and lower on 10.

When a comparison of differences in percentages responding to specific items in the keyed direction is made, seniors differ from freshmen on 52 items in 1964 and on 40 in 1965. Sixteen items are the same in both years, and of these, 15, including 6 on the Scholarship scale, are lower in the senior class.

4. Private-school and public-school graduates

In 1964, 1965, and 1966, students who had prepared for college in private schools were compared with those who had graduated from public high schools. Figs. 16 through 21 indicate the outcome.

Figure 16

66/ Scores for Private-School vs. Public-School Students in 1964

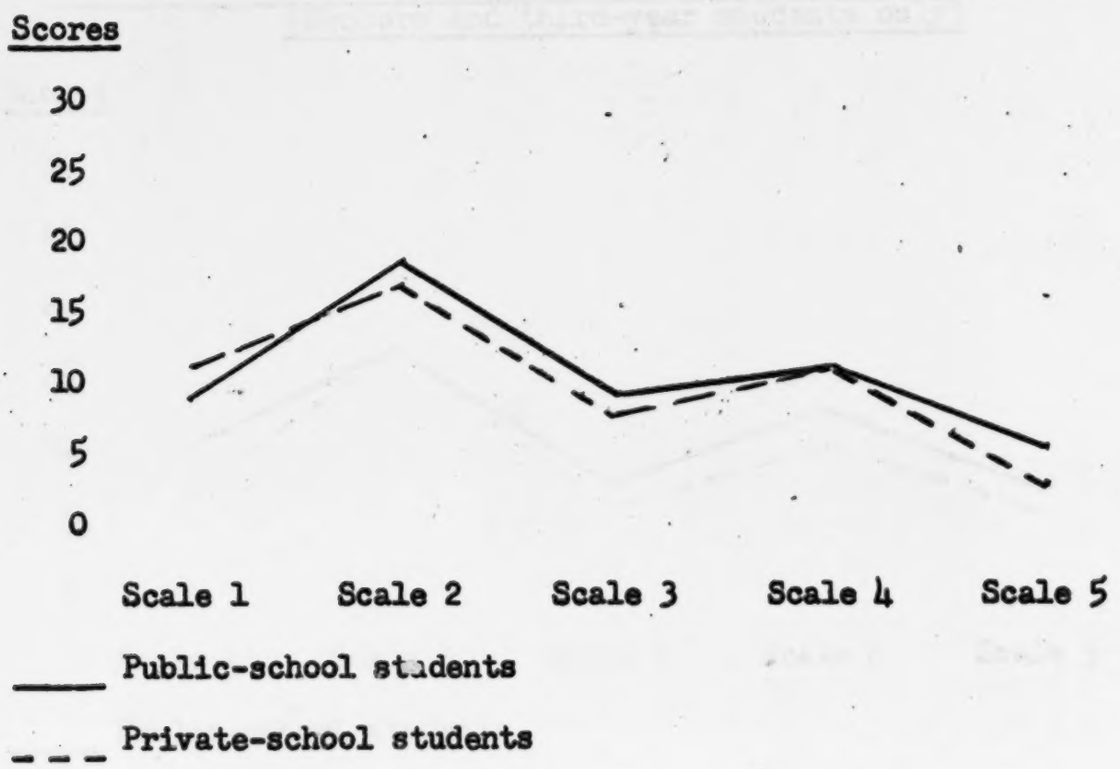



Figure 17

66/ Scores for Private-School vs. Public-School Students in 1965

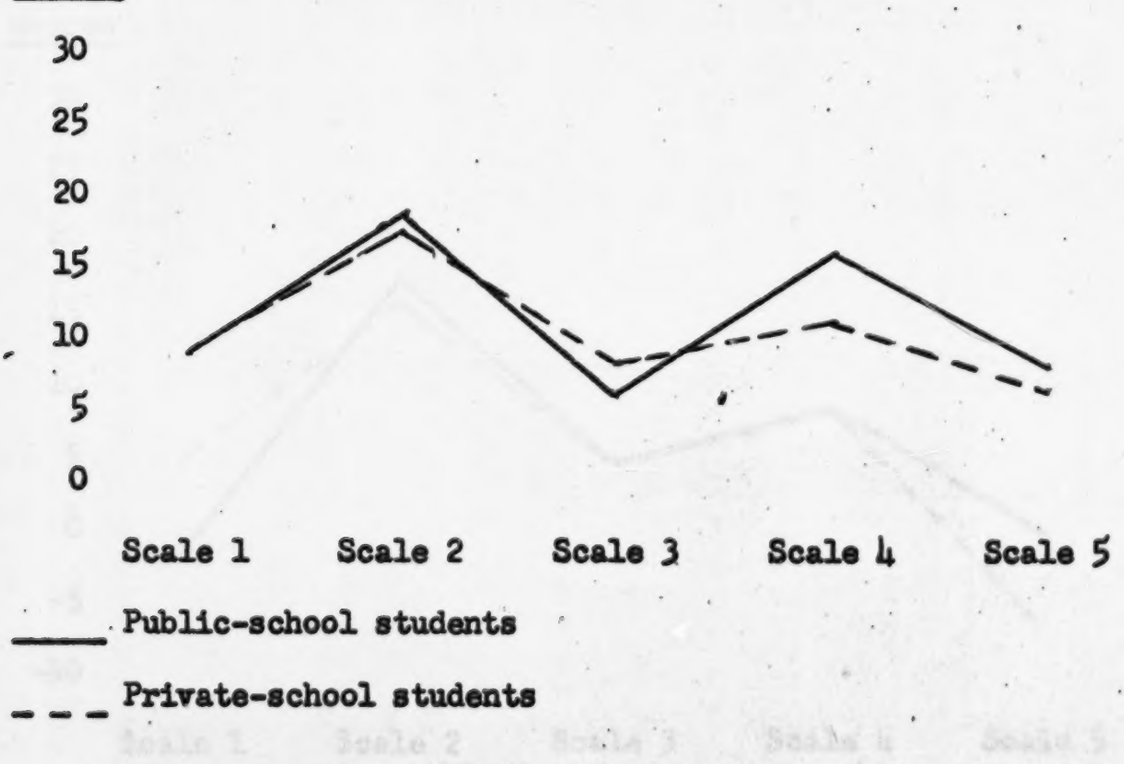


Figure 18

66/ Scores for Private-School vs. Public-School Students in 1966
(Seniors and third-year students only)

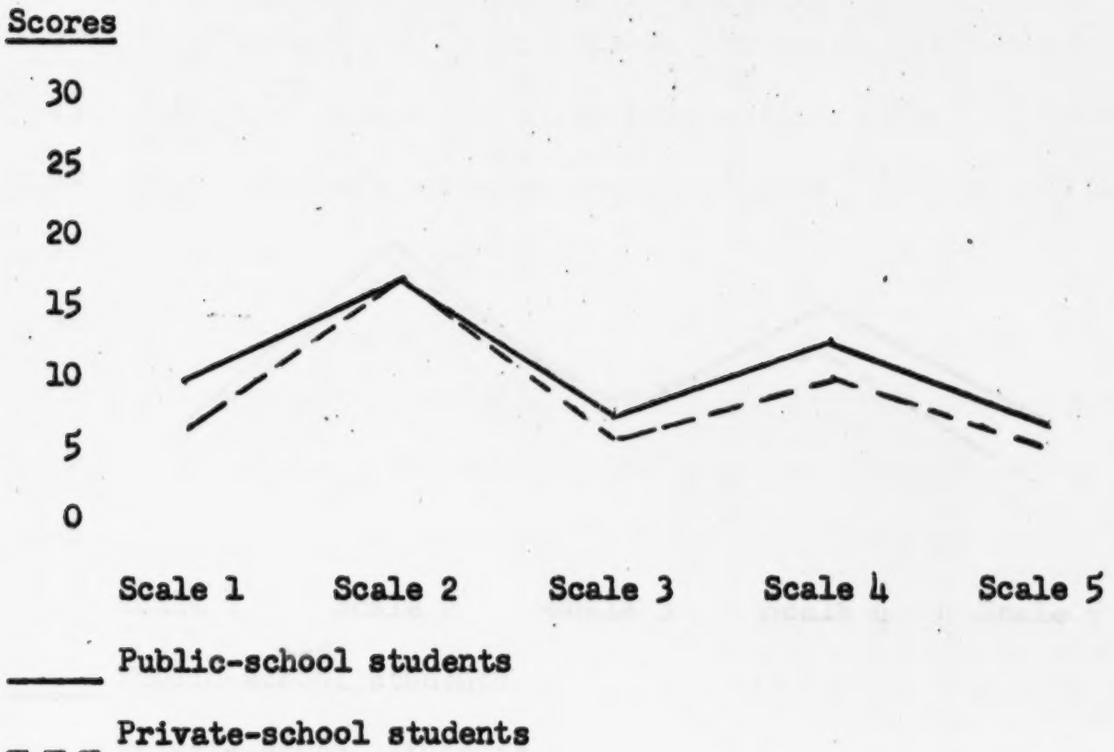



Figure 19

66/ and 33- Scores for Private-School vs. Public-School Students in 1964

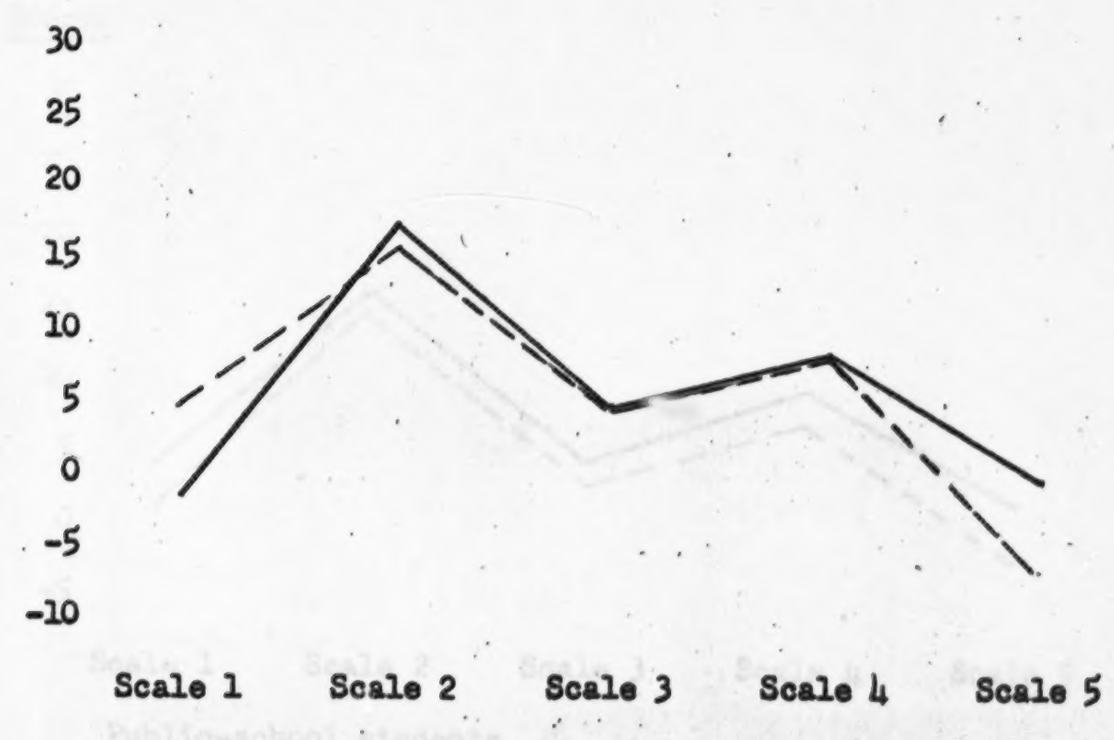


Figure 20

66/ and 33- Scores for Private-School vs. Public-School Students in 1965

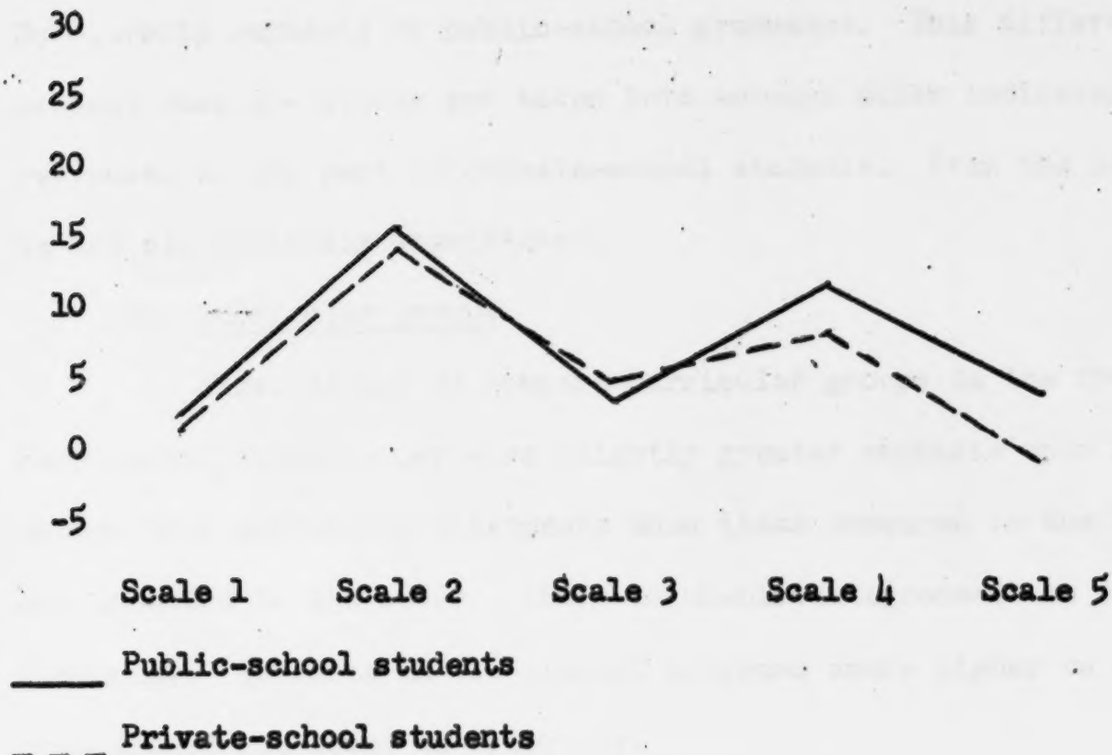
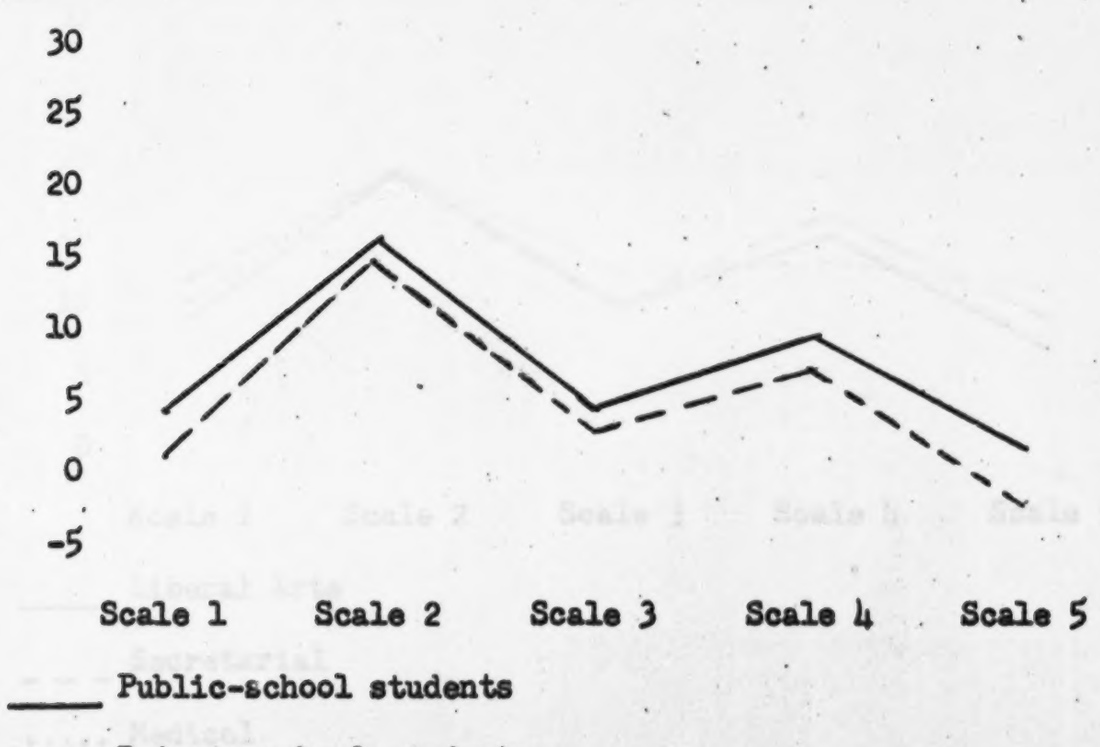



Figure 21

66/ and 33- Scores for Private-School vs. Public-School Students in 1966 (Seniors and third-year students only)



Though patterns are similar and Community and Propriety rank highest, there are few other generalizations to be made. The direction of score differences is consistent only in the perception of somewhat greater Scholarship emphasis by public-school graduates. This difference is further evident when 33- scores are taken into account which indicates more negative responses on the part of private-school students. Even the largest difference is not statistically significant.

5. Curricular groups

Figs. 22 and 23 compare curricular groups in the freshman year. Secretarial students perceive slightly greater emphasis upon Practicality though this difference disappears when items answered in the negative direction are included in the score. There is unanimous agreement on the importance of Community. Students in the medical programs score higher on Awareness and Scholarship but lower on Propriety.

Figure 22

66/ Scores for First-year Curricular Groups in 1964 and 1965

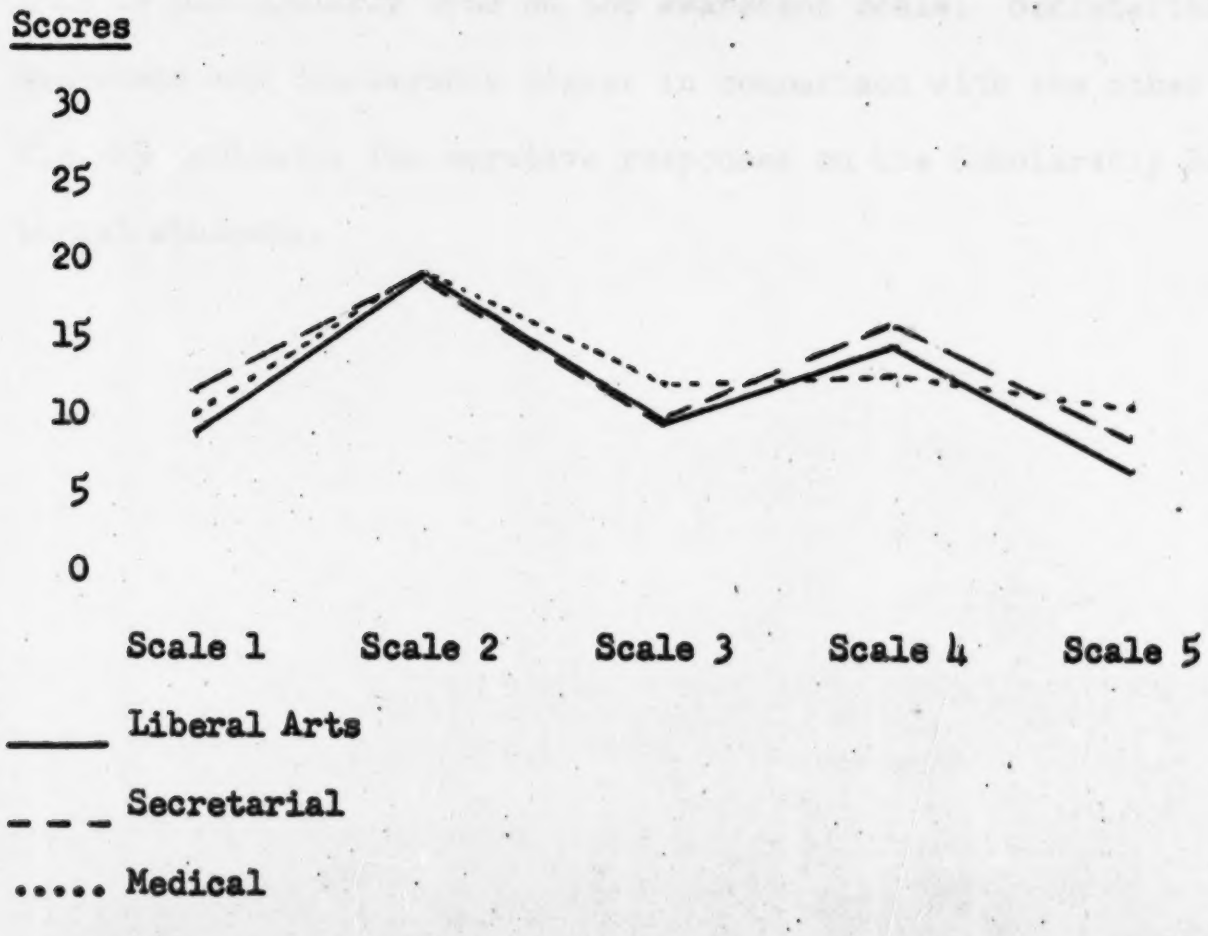
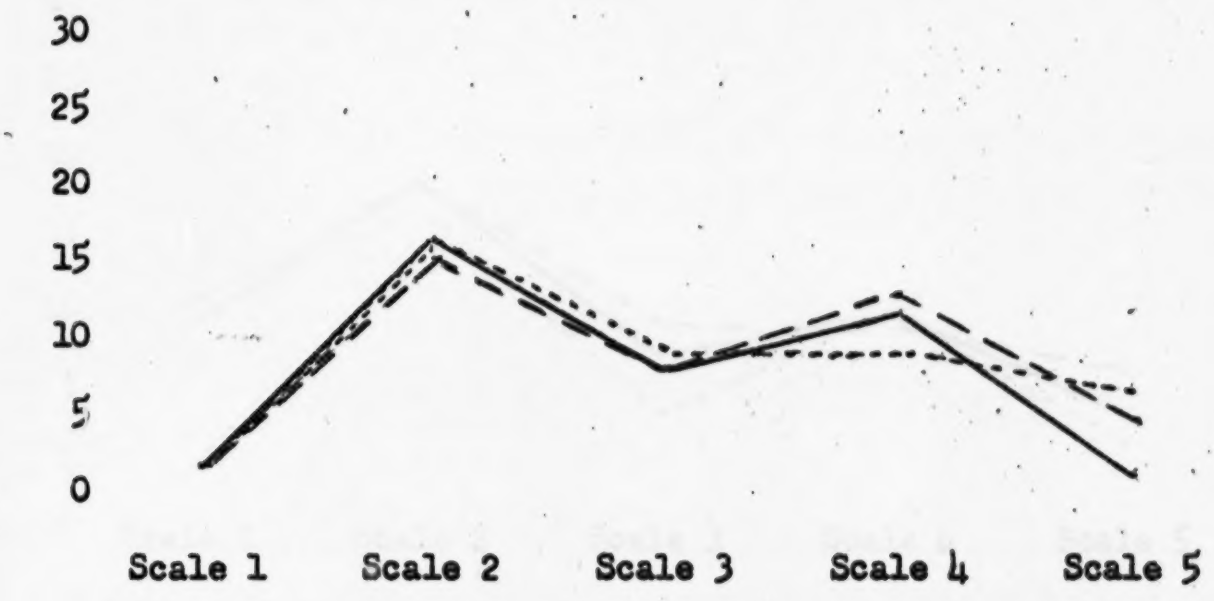


Figure 23

66/ and 33- Scores for First-year Curricular Groups in 1964 and 1965




In the second year (Figs. 24 and 25), scores for the medical curricula are generally lower than for the liberal arts and the secretarial. This is particularly true on the Awareness scale. Secretarial students score Awareness and Scholarship higher in comparison with the other two curricula. Fig. 25 indicates few negative responses on the Scholarship Scale for secretarial students.

Figure 24

66/ Scores for Second-year Curricular Groups in 1964, 1965, and 1966

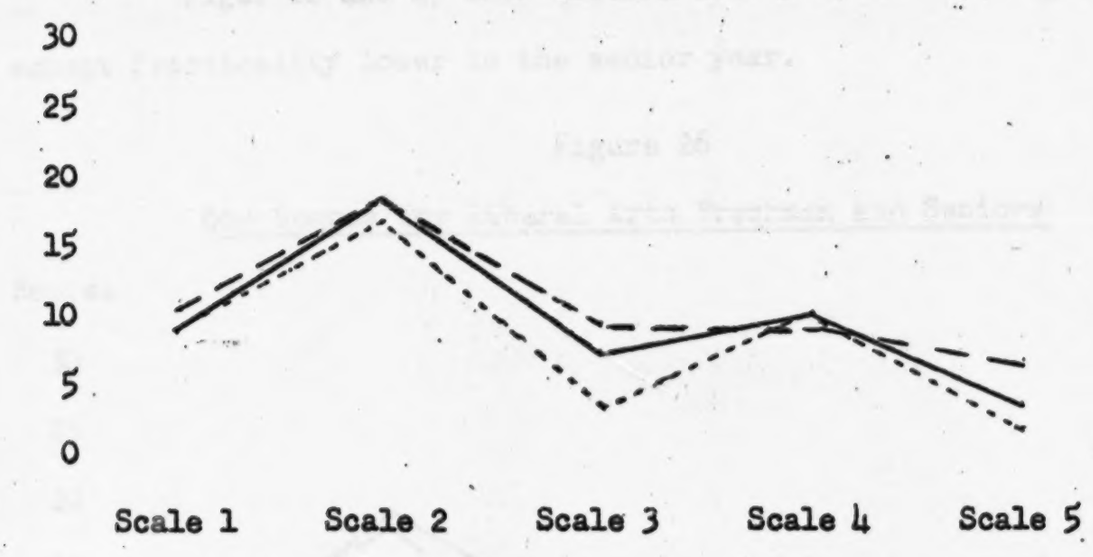
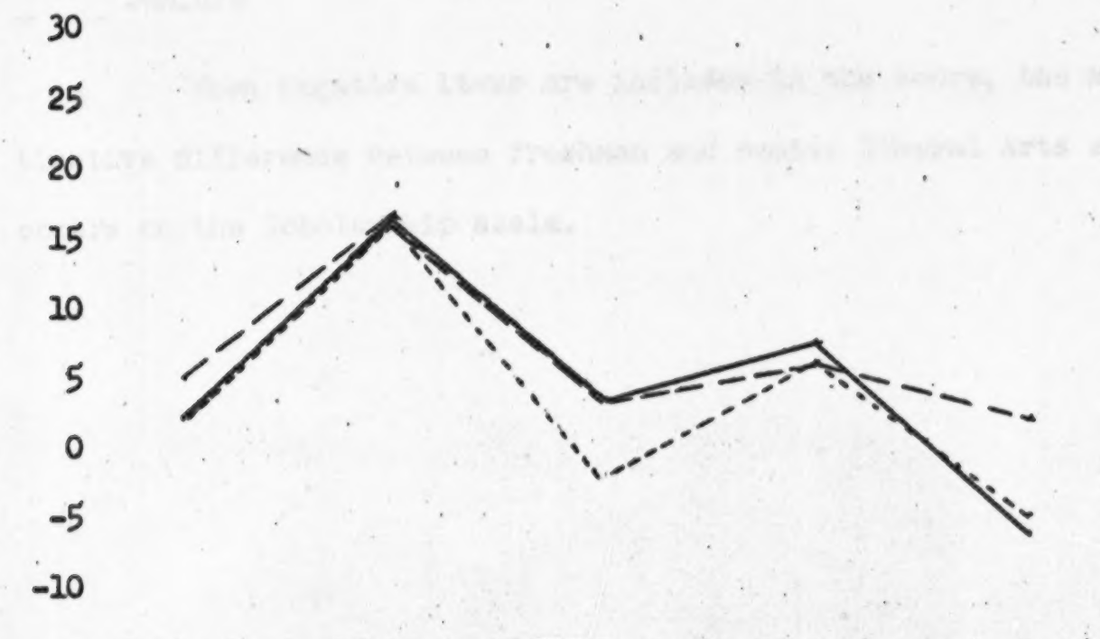



Figure 25

66/ and 33- Scores for Second-year Curricular Groups in 1964, 1965, and 1966

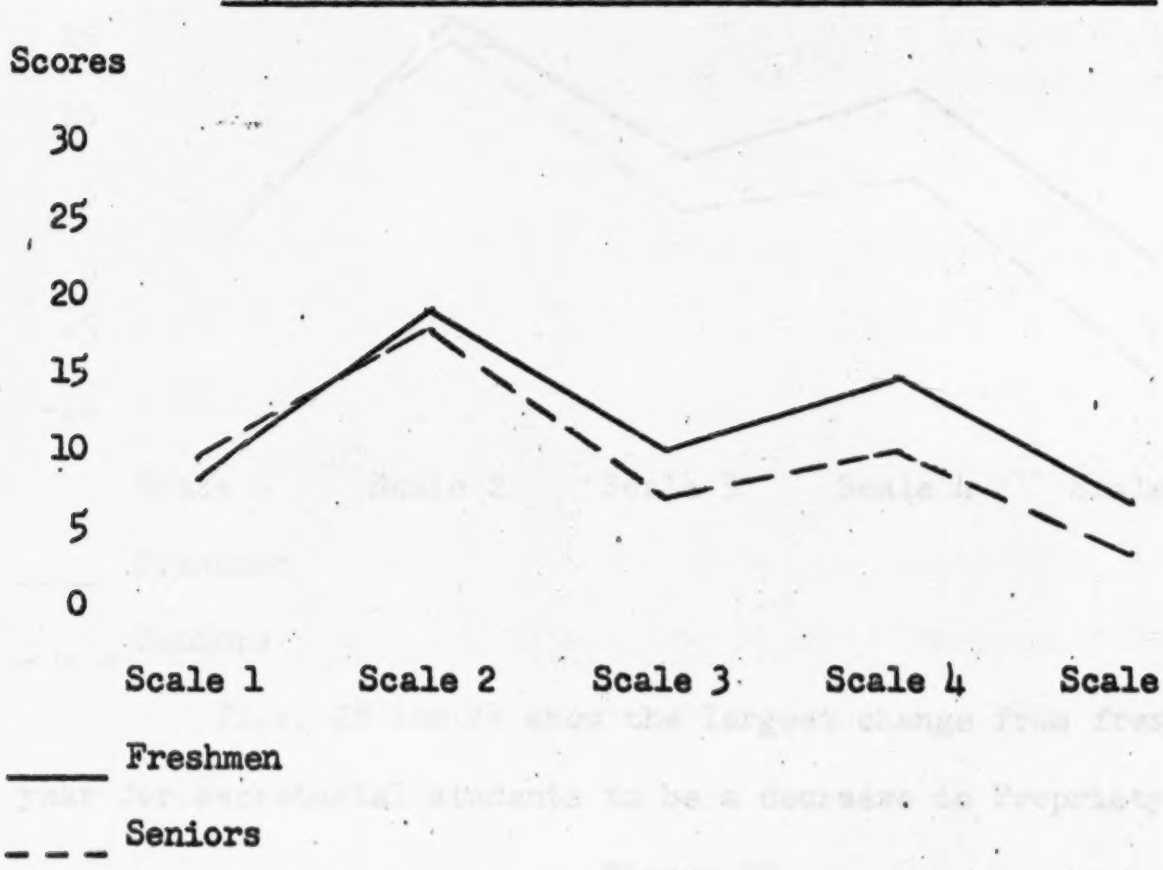


None of the differences among curricula are statistically significant in either the first or second year.

Figs. 26 and 27 show liberal arts students scoring all areas except Practicality lower in the senior year.

Figure 26

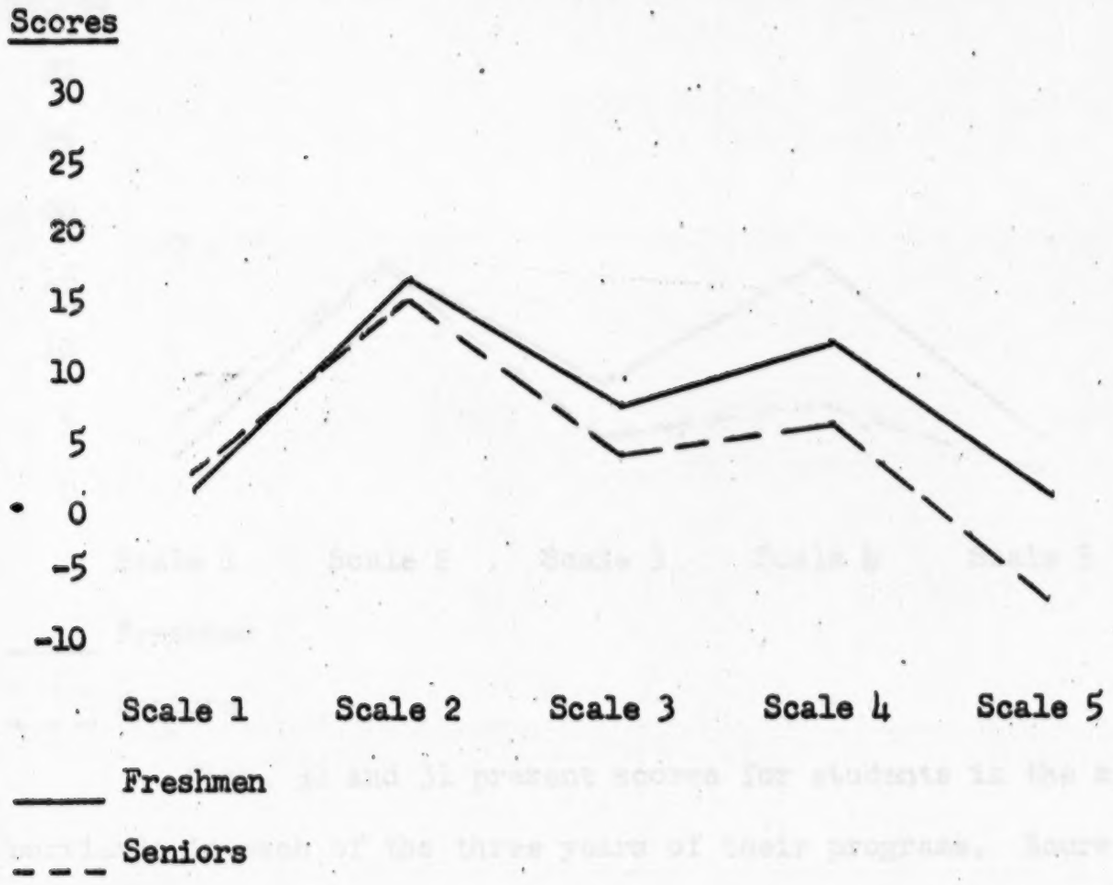
66/ Scores for Liberal Arts Freshmen and Seniors




When negative items are included in the score, the most distinctive difference between freshman and senior liberal arts students occurs on the Scholarship scale.

Figure 27

66/ and 33- Scores for Liberal Arts Freshmen and Seniors




Figs. 28 and 29 show the largest change from freshman to senior year for secretarial students to be a decrease in Propriety score.

Figure 28

66/ Scores for Secretarial Freshmen and Seniors

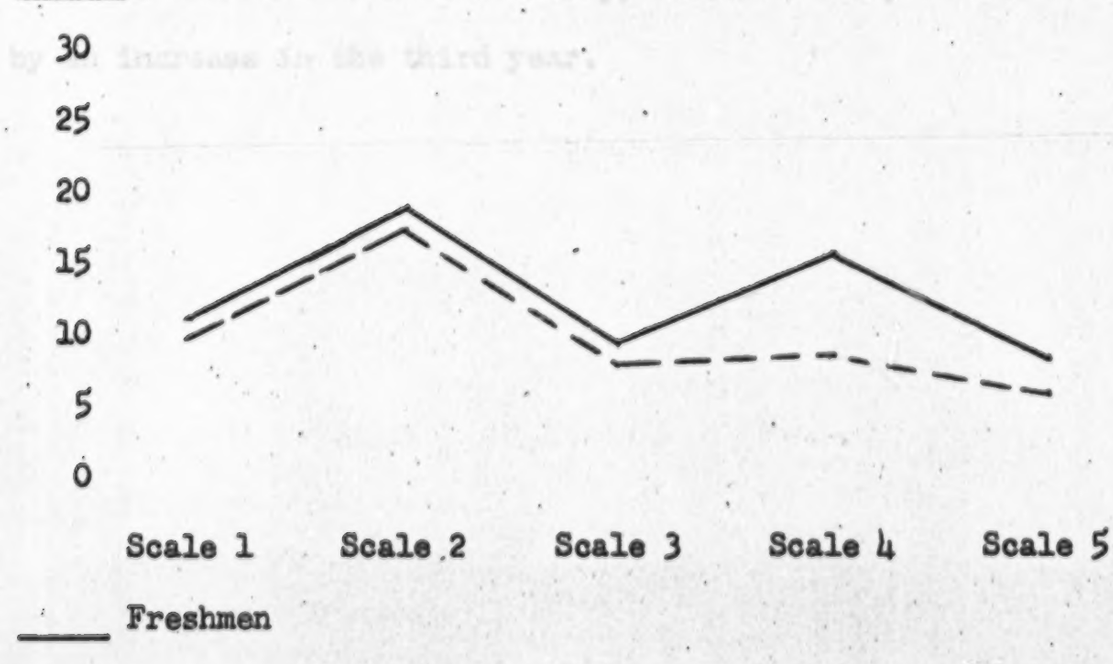
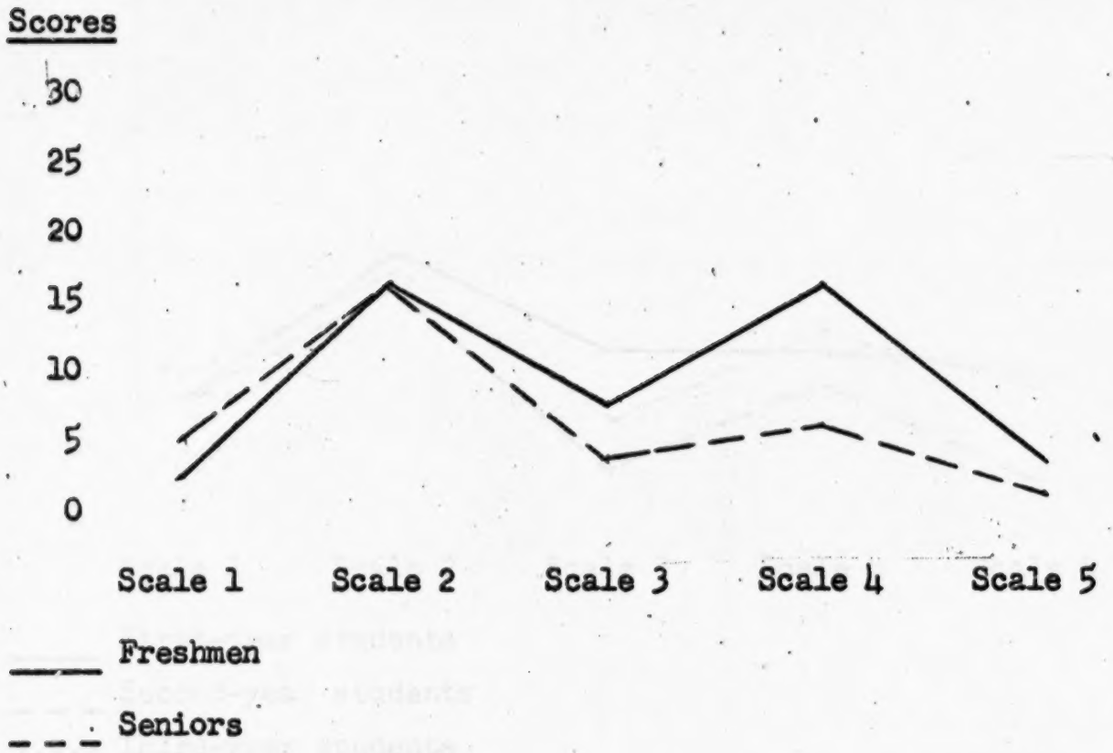


Figure 29

66/ and 33- Scores for Secretarial Freshmen and Seniors




Figs. 30 and 31 present scores for students in the medical curricula in each of the three years of their programs. Scores in Awareness and Scholarship are highest in the first year when they approximately equal the score for Propriety. Scores for the second and third year show a similar pattern though lower in the second year for Awareness, Propriety, and Scholarship. Over the three-year period, the largest changes are in the areas of Awareness and Scholarship, a decided drop in the second year followed by an increase in the third year.

Figure 30

66/ Scores for Medical First-year, Second-year, and Third-year Students

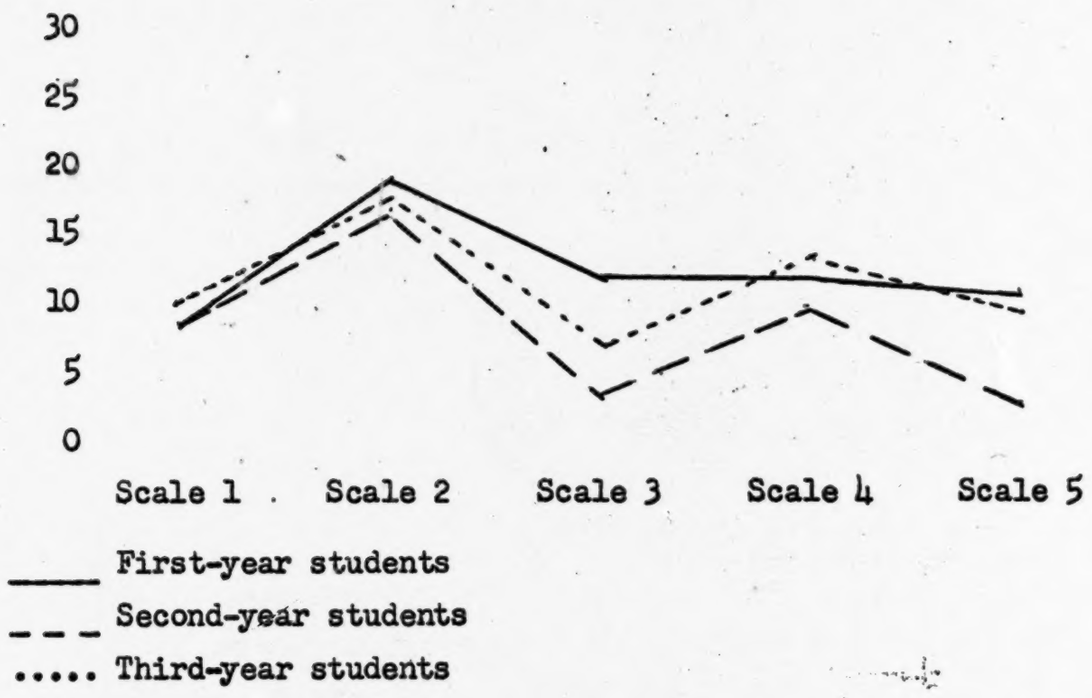
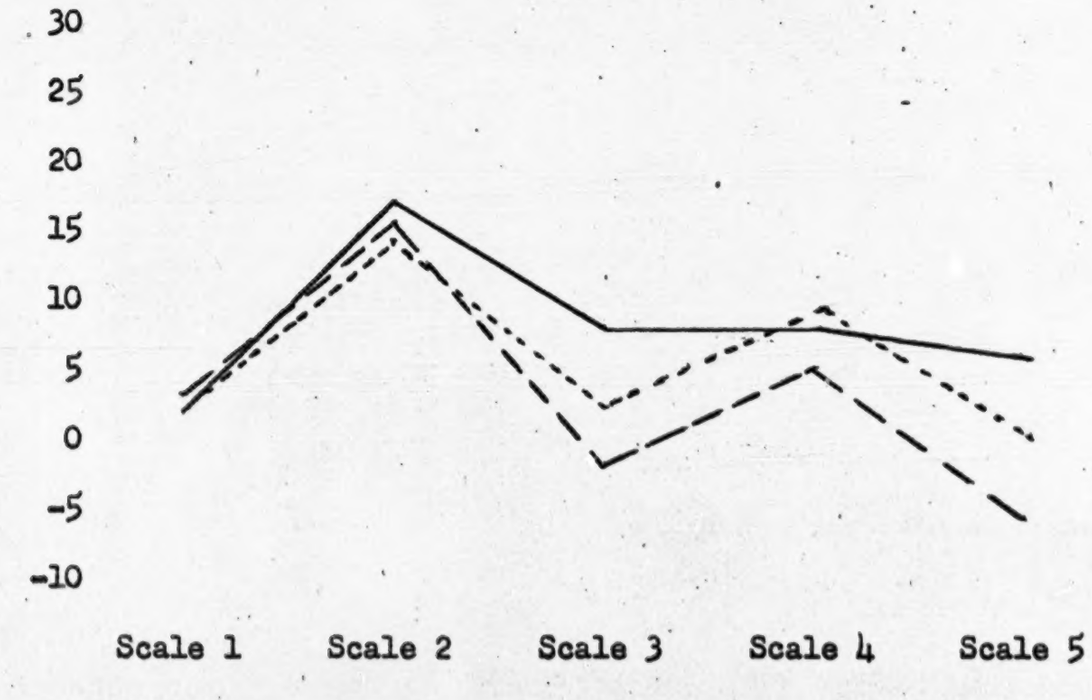



Figure 31

66/ and 33- Scores for Medical First-year, Second-year and Third-year Students



The difference between the first-year and second-year medical groups on the Scholarship scale exceeds the .05 level, and on the Awareness scale is slightly below the .05 level (5.714 with 5.991 required). The largest difference between second-year and third-year medical groups is on the Scholarship scale, a difference which exceeds the .10 level but does not reach the .05 level.

Figs. 22 through 31 reveal that differences between first and second year within curricular groups are greater than differences between curricula.

## V. Discussion

Pervasive throughout this report is the characteristic profile of scores descriptive of the college. Without exception, Community is ranked first and is the scale on which there is agreement on the largest number of specific items. Propriety is generally considered the second most typical area. Correlating CUES scores with institutional features, Pace finds Community score related to the size of the college and the size of the town in which it is located and Propriety correlated with the percentage of females in the student body (1963, p. 65). The highly consistent ranking for these two scales, here, may be to a large extent related to the physical characteristics of a relatively small, woman's, residential junior college in a small town.

Practicality, concerning which there is close agreement, is regarded as relatively uncharacteristic of the college. This is in keeping with evidence of its correlation with masculinity and technical emphasis (Pace, 1963, p. 67).

Greater variability, though rarely to the extent of statistically significant difference, occurs in the areas of Awareness and Scholarship. This seems to suggest that the social aspects of the college provide a more commonly shared experience than do the intellectual.

Alumnae scores on CUES are characterized by their almost perfect unanimity and by being, in all areas, above the published mean and higher than the scores for students and faculty. A somewhat favorable view of the alma mater and of one's own college days might be anticipated in any survey of alumnae opinion. The graduates of Colby Junior College are notably loyal, revere college traditions, frequently revisit the campus, and participate actively in the Alumnae Association. In 1966, the college received the "Alumni Giving Incentive Award" for distinguished achievement among junior colleges in the development of sustained alumnae support. A Community score in the 99th percentile is in keeping with this attitude though it is still remarkable that the score remains equally high for three groups of alumnae representing a span of fifteen years.

In two areas, Propriety and Scholarship, the difference between alumnae and current students is statistically significant. The difference in Propriety might be attributed to changes in the college or in student mores if it were not as true for the class of 1959 as for the class of 1949. It may be hypothesized that a 99 percentile score in Propriety has resulted not only from favorable changes in memory but also from the retrospective projection of a more adult viewpoint which attributes greater decorum to the years when one was in college either in terms of what ought to have been or in contrast to current reports in the press concerning college-student behavior. The questionnaire was being answered by alumnae in 1964-65, during

a period of revolt and unrest on several college and university campuses.

A Scholarship score which is higher than that of either faculty or students seems to result both from a tendency to forget those aspects of the academic program which were once causes for criticism or negative feeling and an inclination to regard courses as demanding; students, serious; and the faculty, worthy of respect as teachers and scholars in one's own college experience.

The number of items for which the alumnae score exceeds the published mean by a deviation greater than two sigma implies that memory has been modified by extensive idealization.

In interpreting these findings it must be recognized that even in a random sampling there are factors which bias response in a favorable direction. Names and addresses were taken from the active file of the Alumnae Association; returns were doubtless weighted by those with continuing interest in the college.

Implications concerning the potential relationship of this extremely favorable and somewhat unrealistic alumnae view of the college to student attitudes, admissions, and public relations become increasingly evident with consideration of other aspects of this study.

One of the most striking changes occurs in responses of freshmen between September and February. Scores in September in all areas except Practicality present a picture of extremely high expectations. The fact that information about some of the characteristics which contribute to the Practicality score is readily obtained from the college catalogue may account in part for the lower score at entrance and the smaller decline in this dimension. However, the significant differences on the other four scales raise

two questions. First, what are the reasons for the unrealistic expectations, and second, what could be done to reduce the discrepancy between expectation and experience?

It is possible that concepts of entering freshmen reflect a public image of all colleges, but they may also mean that the college itself is not communicating clearly to the public its own distinctive characteristics. Another explanation may be alumnae influence. Many students are acquainted with or related to alumnae, and alumnae responses on CUES suggest that their descriptions of the campus tend to be somewhat idealized.

High school experience may also contribute to the discrepancy. It could be that some students expect to find in college the stimulation and excitement, particularly in the intellectual area, which they have not found in high school. On the other hand, Stern suggests that satisfactory, not unsatisfactory, high school academic experiences may be a factor in expectations. His hypothesis is that satisfying high school experiences lead students to expect in the intellectual area "much more of this same kind of satisfaction from their college experience" (1961, p. 52).

Whatever the reasons may be for the discrepancy, greater similarity between the anticipated and the experienced would seem to be desirable. Two approaches probably are needed. The first would involve better communication with prospective students through the admissions office, the public relations office and alumnae. The Manual of Freshman Class Profiles for Indiana Colleges is an example of effort to supplement the information supplied by college catalogues and bulletins. In many instances the profiles include a description of the campus climate. Colleges such as Reed and Antioch include in their cata-

logues descriptions based on CUES. Could present admissions information be studied to determine what changes or additional information may be needed to present a more realistic picture? What kind of material is being released from the public relations office, and what kind of image does it convey? Are there activities of the college and its students not now being used for news stories which might present a more nearly accurate picture, or even help to change the image if this is desired? The need by alumnae for adequate information and a better understanding of what students can expect is evident. If, as has been suggested, more use may be made of alumnae in recruiting students, it would seem essential that they be able to impart a picture of the college more in line with the current situation than with alumnae memories. Would a chance for alumnae to live on the campus with students be of value?

A second way of trying to decrease the discrepancy would involve effort to increase student and faculty scores in areas where an increase in emphasis seems desirable. This may in part involve internal changes within the college. To what extent does the program emphasize some aspects of college life to the neglect of others? To what extent are current perceptions influenced by the kind of student who enters the college, and what changes are needed if the college wishes to attract students with different backgrounds, interests and attitudes? Would campus visits by alumnae help students to gain a somewhat broader perspective on their college experiences? Without this second approach, better communication could only result in perpetuation of the present pattern of characteristics.

On the basis of limited findings, Pace concluded that in four-year institutions freshman and senior responses may be less characteristic of a

college than sophomore and junior responses. Freshman scores in a number of instances were higher and senior scores were lower (1963, p. 58). These results obviously can not be applied directly to a junior college in which most students graduate at the end of two years, but they may account for some of the decrease in scores from freshman to senior year found in the present study.

Although there are no significant differences between scores in either longitudinal or cross-sectional comparisons of freshmen and seniors, there are differences in the two comparisons in the number of response changes on specific items. The longitudinal results show significantly fewer category changes and percentage differences on individual items. While senior responses may reflect peer-group influence, as well as nearness to graduation, this finding indicates that, as Pace has suggested (1962, p. 56), some of the environment is accounted for by the students admitted to the college.

Although there are no statistically significant differences between public and private-school students, public-school graduates consistently score slightly higher on Scholarship. The larger number of negative private-school scores makes this difference particularly evident. Academically the relationship between the groups follows a similar pattern. Except, occasionally, at the end of their first semester, public-school graduates maintain higher averages. Is it possible that both perceptions and grades are influenced by the amount of contrast between high school and college? Do public-school students find sufficient difference to make the experience challenging and stimulating, while private-school students may more often find a lack of difference that is sometimes disillusioning? Stern found that private-school students viewed their schools "as offering considerably

greater intellectual stimulation" (Stern, 1961, p. 56) than did public-school students. In addition, for private-school graduates the transition has usually been from small, all-girl schools to a relatively small woman's college. Also, most of the private schools send a very high percentage of graduates to four-year colleges, and it is possible that some of those who attend junior college see it as "second best." This could be another factor which might influence perceptions of the environment. While the academic difference between the two groups may, of course, be a result of differences in ability, the consistently larger number of negative items on the Scholarship scale suggests some other variable or variables related to differences in perception.

Comparison of curricular groups brings to attention interesting differences between the vocational and liberal arts programs. Secretarial students rate Scholarship slightly higher at all times. This is especially apparent in the second year and when negative items are included in the score. Perhaps the variety found in a program which combines liberal arts electives with vocational training provides greater academic stimulation.

Evidence from the medical programs lends support to this hypothesis. In this instance, low scores on Awareness and Scholarship in the second year coincide with the period of greatest concentration in the professional area when the student's program, with the exception of English, consists entirely of sciences. In the third year, again, the opportunity to balance specialized training with liberal arts electives seems to provide more sense of stimulation and satisfaction in the intellectual area. In 1966-67, the second-year offerings in the medical technology program will be revised to afford greater variety and

flexibility. It would be interesting to investigate the effect of this curriculum change on CUES response.

Since only senior colleges and universities were used in the standardization of CUES, its usefulness in a junior college was relatively untested when the present study was started. While there is no available objective measure of its adequacy, reactions of faculty and others with considerable knowledge of the campus and the educational program indicate the suitability of the scales for use in a private residential junior college. Possibly changes in a few items, such as those relating to faculty research activities, and inclusion of one or more statements dealing with transfer to senior colleges would increase the usefulness in this situation, but in general there is no evidence of need for any basic revisions.

## VI. Conclusions and implications

A. The Community scale is agreed by all groups to be most characteristic of the college. It is scored above the 80th percentile by students, faculty and administration, and alumnae and is the scale on which there is the greatest agreement concerning specific items. Propriety generally ranks second. The nature of the college--a small, private, residential, woman's junior college located in a small town--probably accounts to a large extent for these emphases. The other three scales, Practicality, Awareness, and Scholarship, are scored below the mean by all, except alumnae and entering freshmen, as relatively less characteristic of the college. Consideration of items to which response is opposite the keyed direction shows them to be most numerous on the Practicality and Scholarship scales and least frequent on Community. The profile for this junior college does not exactly correspond to any of the

six patterns by which Pace tentatively grouped four-year colleges and universities in his preliminary studies (1963, p. 71).

B. Comparison of student, alumnae, and faculty and administration perceptions shows overall agreement in profile pattern.

Matching of items with the distribution of institutional responses presented by Pace (1963, p. 43-47) shows item scores for students well within the range for four-year colleges. Scores for only three items exceed the mean by more than two sigma.

Alumnae returns from three groups, representative of fifteen years, are in almost perfect accord with all scales scoring above the mean. Apparently a "halo image" of the alma mater is established within five years of graduation and continues relatively unchanged. Thirty-one item responses by alumnae exceed the mean by more than two sigma. Among the few significant group differences found in this study are the differences between alumnae and students in the category of item responses on the Propriety and Scholarship scales.

Faculty scores fall between those of students and alumnae with a tendency to resemble student scores more closely.

C. The most marked changes during residence in college occur in the freshman year between September and February. Responses based on expectations are significantly higher in all areas, except Practicality, than are responses based on actual acquaintance with the college. Decrease in scores is largest on Awareness and Scholarship. Community is ranked first in both September and February but there is some change in the relative position of the other scales.

Although there are no statistically significant differences in score or rank between freshman and senior year, there is a tendency for seniors to score somewhat lower on all scales except Practicality. The largest difference between freshman and senior years occurs on Scholarship when negative items are included in the score. While there are no significant score or rank differences between longitudinal and cross-section comparisons of freshmen and seniors, fewer category changes and item differences occur in longitudinal comparisons. A difference of both class and students results in more item changes than does a difference of class only.

D. Analysis of scores for public-school and private-school graduates shows no statistically significant differences. The only consistent tendency is in the Scholarship area where private-school students score slightly lower and respond negatively to somehwat more items.

Comparison among curricular groups indicates more similarity than difference. In the first year, students in the medical programs score higher on Awareness and Scholarship but lower on Propriety. In the second year, secretarial students have slightly higher Awareness and Scholarship scores and fewer negative Scholarship responses. Within the liberal arts curriculum, the largest differences between freshman and senior year are in the decrease in positive Propriety items and the increase in negative Scholarship items. In the secretarial curriculum, the most distinctive change is a decrease in the Propriety score. For medical students, there is a significant decrease in Scholarship, the only statistically significant difference within curricula, and a very nearly significant decrease in Awareness from the first to the second year. This is followed by some increase in both areas in the third year.

E. The findings of this study are clearest in implications for admissions. First, entering students and alumnae reveal highly idealistic views of the college which suggest the need for clearer and more extensive communication with prospective students and for measures to assist alumnae in presenting a more realistic picture to those who may learn of the college through them. Second, if changes in campus environment are desirable and if some of the distinctive characteristics of a college are determined by students themselves, more evidence is needed concerning the characteristics of students now being admitted to determine whether greater variety in attitudes, interests, etc., might contribute to favorable change. Such evidence might suggest new policies and practice in recruitment and scholarship programs.

It also appears that closer relations between students accepted for admission, students currently in residence, and alumnae might be beneficial to all three groups in clarifying and integrating the meaningfulness of the college experience. Such relationships could be effective in establishing, supporting, and transmitting those perceptions of the environment which the college seeks to perpetuate. The public relations program of the college would, of necessity, be a coordinated part of any efforts to improve communication or to bring about change.

It seems evident from this study that the perception of a college environment is rather clearly defined, generally held, and an active component in determining the educational experience which the college provides. It can be anticipated that changes in the image, when sought, will be gradual and only brought about by the interation of multiple factors, internal and external to the college. Perhaps some perceptions are currently more strongly reinforced

by experience than are others. The relative stability of scores in some areas suggests a need to examine the balance of social and intellectual emphasis provided by the college. The empirical evidence derived from measures such as CUES should facilitate decisions concerning the future directions of growth in the college program.

F. The present form of CUES seems to have been adequate for the purpose of this study. While change in a few items, such as those relating to faculty research activities, and the inclusion of items concerning transfer to senior college might increase applicability, the scales are, in general, suitable for assessing the environment of a private residential junior college. The present study does not provide a basis for evaluating their effectiveness in a multi-purpose, non-residential, two-year college.

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# Appendices

## A.

## Items of Student Agreement

In Table 9 are the statements on which there is student agreement by a margin of 2 to 1, or greater, among all students in 1964 and 1965; and in the following subgroups: freshmen in 1964 and 1965; seniors in 1964, 1965, and 1966; and seniors and third-year students in 1966. For some items the statement as it appears in the scale is reworded to correspond with the direction of student response.

Table 9

Items of Agreement for All Students in 1964 and 1965

Scale 1. Practicality

1. Students quickly learn what is and is not done here.
2. Students do not need a written excuse for missing class.
3. There are not many dances and social activities.
10. It is not important to be in the right club or group.
13. Professors do not regard questions as personal criticism.
79. Frequent tests are given in most courses.
80. In many classes students have an assigned seat.
82. There is an intensive program of intramural sports and informal athletics.
83. There are many practical courses in typing, report writing, etc.
85. Student pep rallies, demonstrations, etc., occur rarely.
88. There is a recognized group of student leaders on this campus.

Scale 2. Community

31. Students spend a lot of time together at the snack bars, taverns, and in one another's rooms.

Scale 2. Community - Continued

32. There is a great deal of borrowing and sharing among the students.

33. There are not definite times each week when dining is made a gracious social event.

34. Faculty members call students by their first names.

35. Students commonly share their problems.

36. The professors go out of their way to help you.

42. Many upperclassmen play an active role in helping new students adjust to campus life.

43. This school has a reputation for being very friendly.

44. The history and traditions of the college are strongly emphasized.

45. It's easy to get a group together for card games, singing, going to the movies, etc.

106. There is a lot of excitement and restlessness just before holidays.

108. Graduation is not a pretty matter-of-fact, unemotional event.

109. The college regards training people for service to the community as one of its major responsibilities.

110. All undergraduates must live in university approved housing.

111. When students run a project or put on a show everybody knows about it.

113. Students' mid-term and final grades are reported to parents.

117. Most of the faculty are interested in students' personal problems.

119. The school helps everyone get acquainted.

Scale 3. Awareness

46. Tutorial or honors programs are available for qualified students.

47. Public debates are not held frequently.

54. Channels for expressing students' complaints are readily accessible.

60. A controversial speaker always stirs up a lot of student discussion.

Scale 3. Awareness - Continued

122. Modern art and music get much attention here.

127. Special museums or collections are not important possessions of the college.

Scale 4. Propriety

64. Students here learn that they are not only expected to develop ideals but also to express them in action.

65. Many students do not drive sports cars.

67. Most students do not expect to achieve future fame or wealth.

74. Society orchestras are not more popular here than jazz bands or novelty groups.

137. Students pay much attention to rules and regulations.

138. Instructors clearly explain the goals and purposes of their courses.

140. Spontaneous student rallies and demonstrations do not occur frequently.

144. It is easy to take clear notes in most courses.

145. Students frequently do things on the spur of the moment.

146. Rough games and contact sports are not an important part of intramural athletics.

147. Students are expected to report any violation of rules and regulations.

148. Dormitory raids, water fights and other student pranks are not unthinkable here.

Scale 5. Scholarship

19. Laboratory facilities in the natural sciences are excellent.

23. The professors do not push the students' capacities to the limit.

24. Class discussions are not typically vigorous and intense.

26. Long, serious intellectual discussions are not common among the students.

29. Careful reasoning and clear logic are valued most highly in grading student papers, reports, or discussions.

Scale 5. Scholarship - Continued

91. Students who work hard for high grades are <u>not</u> likely to be regarded as odd.

96. Course offerings and faculty in the natural sciences are outstanding.

99. Courses, examinations, and readings are frequently revised.

102. Professors usually take attendance in class.

In the area of social relationships specific characteristics are more clearly identified by students than in the intellectual area.

B.

## EAT Rating and CUES

Astin through a factor analysis of the characteristics of institutions of higher education has identified five variables descriptive of the college environment (1962). Pace presents rank order correlations between CUES scores and Astin's factors for thirty-four institutions. Though there is evidence of a relationship between the physical characteristics and the atmosphere of a college, he points out that "it is equally clear from the moderate size of most of the correlations that the atmosphere of an institution cannot be described or predicted with much confidence from indicators of physical characteristics" (1963, p. 66-67).

In a study comparable to Astin's, Richards, Rand, and Rand have listed six factors descriptive of junior colleges (1965). Since estimated scores on these six factors are available for Colby Junior College,[1] they are presented in Fig. 32 and compared with the apparently related CUES scales in Table 10. The presumed direction of association is positive except for that between size and Community where smallness of the college contributes to a high score on the scale.

The close relationship between environmental factors and perception of the campus atmosphere is clearly evident in this instance. It suggests the usefulness of the two measures as supplements in the study of a college. Though the relationships do not indicate cause and effect, they imply potentialities and limitations for steps intended to bring about change.

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[1] James M. Richards, Jr., letter dated Sept. 8, 1965.

Figure 32

EAT Rating for Colby Junior College

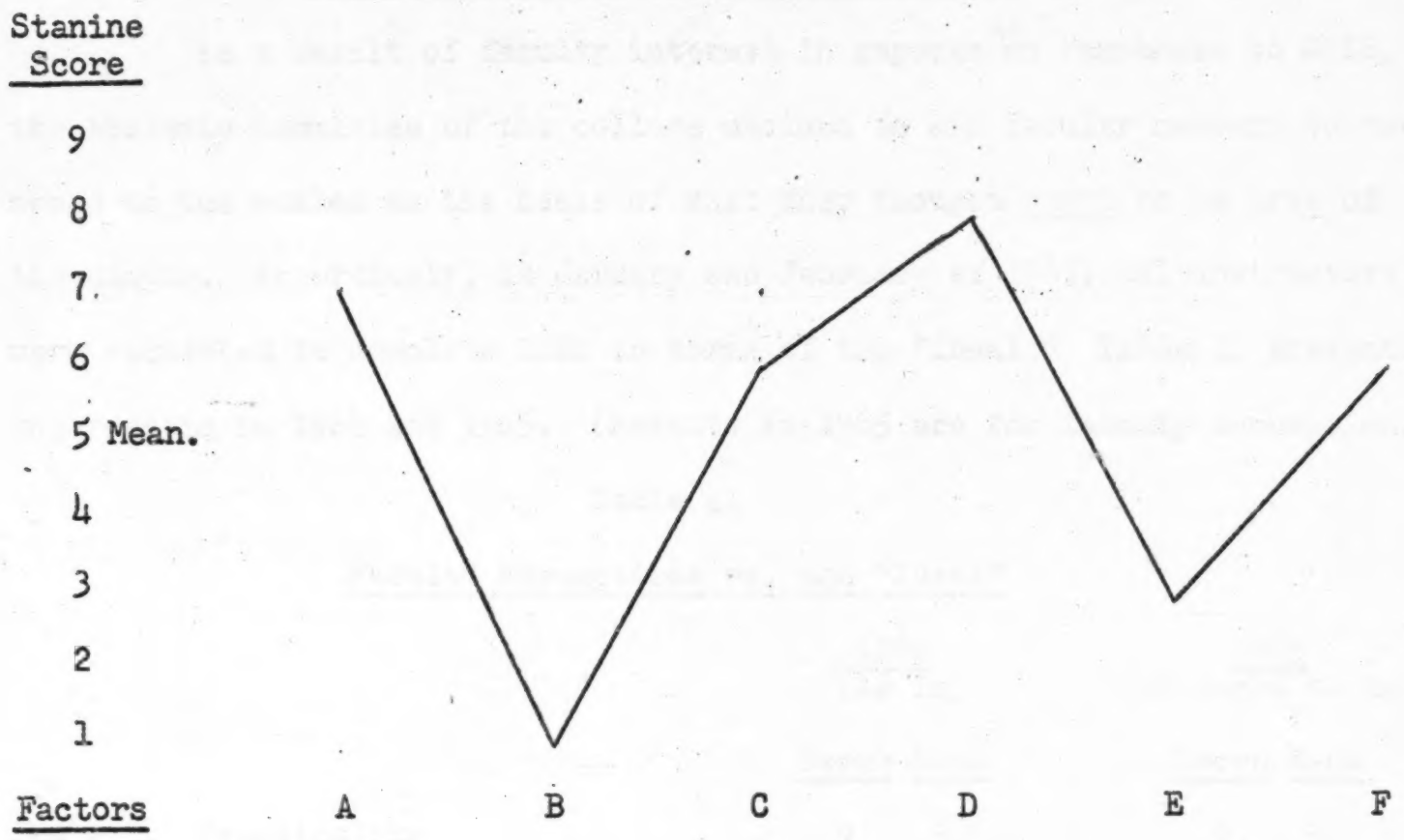


Table 10

Rank for EAT Factors and CUES Scales

| EAT | Ranks | | | CUES |
|---|---|---|---|---|
| Cultural Affluence | 2 | ≠ | 3 | Awareness |
| Technological Specialization | 6 | ≠ | not applicable | |
| Size | 3.5 | - | 1 | Community |
| Age | 1 | ≠ | 2 | Propriety |
| Transfer Emphasis | 5 | ≠ | 5 | Scholarship |
| Business Orientation | 3.5 | ≠ | 4 | Practicality |

C.

Faculty Concepts of the "Ideal" Campus

As a result of faculty interest in reports on responses to CUES, the Academic Committee of the college decided to ask faculty members to respond to the scales on the basis of what they thought ought to be true of the campus. Accordingly, in January and February of 1965, all instructors were requested to complete CUES in terms of the "ideal." Table 11 presents the results in 1964 and 1965. (Results in 1965 are for faculty members only.)

Table 11

Faculty Perceptions vs. the "Ideal"

| | 1964 (As is) | | 1965 (As ought to be) | |
|---|---|---|---|---|
| | Score | Rank | Score | Rank |
| Scale 1. Practicality | 9 | 5 | 9 | 5 |
| Scale 2. Community | 22 | 1 | 24 | 3 |
| Scale 3. Awareness | 10 | 4 | 29 | 1 |
| Scale 4. Propriety | 15 | 2 | 19 | 4 |
| Scale 5. Scholarship | 11 | 3 | 27 | 2 |

The agreement in 1964 and 1965 on Practicality in both score and rank suggests a high level of satisfaction with present emphasis in this area. Although there are differences in Community and Propriety scores, the differences are not large and indicate relative satisfaction in these areas.

Significant discrepancies between the perceived and the "ideal" occur on both Awareness and Scholarship. High scores probably can be expected whenever faculty are asked to describe the "ideal" in these areas, and the size of the discrepancy may be more useful information than actual scores or rankings.

Fifteen items answered in the keyed direction in the second administration were originally answered opposite the keyed direction. These areshown in Table 12. Wording of the statements shows the direction of responses in 1964.

Table 12

Reversal of Item Response from Opposite to Keyed Direction

Scale 1. Practicality

78. The big college events do not draw a lot of student enthusiasm and support.

Scale 2. Community

33. There are not definite times each week when dining is made a gracious social event.

Scale 3. Awareness

47. Public debates are not held frequently.

49. Many of the social science professors are not actively engaged in research.

126. Many of the natural science professors are not actively engaged in research.

127. Special museums or collections are not important possessions of the college.

128. Few students are planning post-graduate work in the social sciences.

132. There are not a good many colorful and controversial figures on the faculty.

Scale 4. Propriety

68. Students often start projects without trying to decide in advance how they will develop or where they may end.

Table 12 - Continued

Scale 5. Scholarship

22. Students do not set high standards of achievement for themselves.

23. The professors do not push the students' capacities to the limit.

24. Class discussions are not typically vigorous and intense.

26. Long, serious intellectual discussions are not common among the students.

101. People around here do not seem to thrive on difficulty.

105. The school is not outstanding for the emphasis and support it gives pure scholarship and basic research.

Only 1 item answered in the keyed direction in 1964 was responded to in the opposite direction in 1965: Student rooms are more likely to be decorated with pennants and pin-ups than with paintings, carvings, mobiles, fabrics, etc.

It is somewhat surprising that faculty feel strongly that social science and natural science professors should be active researchers in view of the frequently heard statement that junior colleges are teaching, not research, institutions.

To determine whether responses in 1965 differ markedly from student descriptions of environments in other institutions, item scores are compared with Pace's tentative norms for senior colleges and universities. On 50 items the "ideal" responses differ from the published means by more than 2 sigma. Table 13 presents the number of deviations on each scale.

Table 13

Deviations from the Published Mean Greater than Two Sigma for the Faculty "Ideal"

| | Plus Deviations | Minus Deviations |
|---|---|---|
| Scale 1. Practicality | 0 | 4 |
| Scale 2. Community | 6 | 2 |
| Scale 3. Awareness | 16 | 0 |
| Scale 4. Propriety | 6 | 2 |
| Scale 5. Scholarship | 14 | 0 |

The number of large deviations on Awareness and Scholarship indicates not only relatively high agreement as to what should be; it also suggests that in many four-year institutions the faculty would find considerable discrepancy between reality and the "ideal."

D.

## Perception of Teaching, Campus Stimulation, and Supervision and Constraints

In a background paper for the 1965 annual meeting of the American Council on Education, Pace used selected items from CUES to explore the relation between student responses and "various targets of student protest: teaching, impersonality and research, and freedom or constraint--stimulation or suppression of personal, social and political activities" (1965, p. 87). The items selected were classified in three categories: teaching and faculty-student relationships; politics, protest, and related activities; restrictiveness and supervision. Responses of students in 6 types of institutions were compared. Tables 14, 15 and 16 present a comparison of junior college responses as reported by Pace with Colby Junior College student responses in 1964 and 1965. ("True" or "false" is used for statements answered by a margin of at least 2 to 1, and "no agreement" for those falling between 34 per cent and 65 per cent.)

Table 14

Quality of Teaching and Faculty-Student Relationships

| | Junior Colleges* students agree by a margin of 2 to 1, or greater, that | Colby Junior College |
|---|---|---|
| **Professors** | | |
| are thorough teachers | most | no agreement |
| are dedicated scholars | nearly all | true |
| set high standards | a few | no agreement |
| clearly explain goals of their courses | most | true |
| give exams that are a genuine measure of students' understanding | about half | no agreement |
| frequently revise course materials | a few | true |
| don't expect students to wait to be called on before speaking in class | none | no agreement |
| **Moreover, in their relationships with students, they** | | |
| call students by first names | most | true |
| are interested in students' personal problems | most | true |
| go out of their way to be helpful | most | true |
| would not be embarrassed by a display of emotion | a few | no agreement |
| do not react to criticism personally | most | true |
| **And they** | | |
| are actively engaged in research | a few | no agreement |

*C. Robert Pace, 1965, pp. 90, 92, 93 and 97.

Table 15

Criticism and Politics, Stimulation and Response

| | Junior Colleges students agree by a margin of 2 to 1, or greater, that | Colby Junior College |
|---|---|---|
| **The college** | | |
| encourages students to criticize administrative policies and teaching practices | a few | no agreement |
| has readily accessible channels for expressing student complaints | a few | true |
| **Politically** | | |
| students are encouraged to be active in social and political reforms | a few | no agreement |
| there are prominent faculty members who are active in local or national politics | none | no agreement |
| **Moreover, the students** | | |
| are concerned about national and international affairs | a few | no agreement |
| develop a sense of responsibility about their role in contemporary social and political life | about half | no agreement |
| and engage in a lot of discussion after hearing a controversial speaker | about half | true |
| **On a broader plain of stimulation in the college** | | |
| there are frequent public debates | none | false |
| many famous people are brought to the campus for lectures, discussions, and concerts | about half | no agreement |
| there are good facilities for individual creative activities | about half | true |
| there are many opportunities to understand and criticize art, music, drama, etc. | about half | no agreement |

Table 15 - Continued

| | | |
|---|---|---|
| Moreover, in terms of student response | | |
| a lecture by an outstanding scientist would be well attended | less than half | no agreement |
| a lecture by an outstanding literary critic would be well attended | none | no agreement |
| a lecture by an outstanding philosopher or theologian would be well attended | none | no agreement |
| concerts and art exhibits draw big crowds of students | none | no agreement |
| serious intellectual discussions are common | a few | false |
| there is a lot of interest in poetry, painting, sculpture, architecture, etc. | none | no agreement |
| there is interest in the analysis of values and cultures | none | no agreement |

Table 16

Supervision and Constraints

| | Junior Colleges students agree by a margin of 2 to 1, or greater, that | Colby Junior College |
|---|---|---|
| **Students** | | |
| need a written excuse for absence from class | less than half | false |
| have assigned seats in many classes | most | true |
| **Professors** | | |
| usually take attendance in class | all | true |
| regularly check up on the students to make sure that assignments are being carried out properly and on time | less than half | no agreement |
| **Student Organizations** | | |
| are closely supervised to guard against mistakes | none | no agreement |
| **And Student Publications** | | |
| never lampoon dignified people or institutions | none | no agreement |

While there are some differences between Colby and the comparison group, in general responses are similar. The statements that are least characteristic of Colby and other junior colleges relate to student response to the broader campus stimulation.

Examination of other items in the scales suggested that inclusion of additional statements and some modification of the three categories might provide a more extensive description of campus attitudes and perceptions in

these three areas. Eighty-five items were selected and classified as follows:

I. Teaching, student-faculty relationships, and student response (33)

Quality of teaching (19)
Student-faculty relationships (5)
Student response (9)

II. Cultural and political stimulation (30)

General campus stimulation (13)
Student response (17)

III. Supervision and constraints (22)

External (13)
Internal (9)

The items were then divided on the basis of agreement and lack of agreement. Some items of agreement are reworded to read as students responded. Items answered in the same way by all students in 1964 and 1965 are presented in Tables 17, 18 and 19.

Table 17

Teaching, Student-Faculty Relationships and Student Response

| Students agreed by a 2 to 1 margin, or greater, that | Students did not agree (34 per cent to 65 per cent) that |
|---|---|
| **In their teaching** | |
| **Professors** | **Professors** |
| frequently revise courses, examinations and readings | give examinations that provide a true measure of achievement and understanding |
| require careful reasoning and clear logic in determining a grade | set standards that are hard to achieve |
| do not push student capacities to the limit | teach courses in which learning the contents of textbooks is enough to pass course |
| do not have vigorous class discussions | are thorough teachers and probe the fundamentals |
| make it easy to take clear notes | stress the values of open-mindedness and objectivity |
| clearly explain the goals and purposes of their courses | teach courses that stress the speculative and abstract rather than the concrete |
| are dedicated scholars in their field | |
| **In student-faculty relationships** | |
| **Professors** | **Professors** |
| call students by their first names | would be embarrassed by an open display of emotion |
| are interested in students' personal problems | |
| go out of their way to help students | |
| do not regard questions as personal criticism | |
| **Students** | |
| do not regard as odd students who work hard for grades | set high standards of achievement for themselves |
| do not think that it is important to know the right faculty | would not work or play to exhaustion |
| do not do much studying over week-ends | thrive on difficulty |

Table 18

Cultural and Political Stimulation

| Students agreed by a 2 to 1 margin, or greater, that | Students did not agree (34 per cent to 65 per cent) that |
|---|---|
| **On this campus** | |
| students are expected to develop and express ideals | pure scholarship and research are supported |
| the college does not value special museums or collections | many faculty members are active in local and national politics |
| modern art and music get much attention | there are many chances to criticize and understand great works in art |
| there are many facilities and opportunities for individual creative activity | students are encouraged to take part in social reforms and political programs |
| there are channels for expressing student complaints | students are encouraged to criticize teaching and policies |
| tutorial and honors programs are available | |
| **On this campus** | |
| long, serious intellectual student discussions are not common | much use is made of the library's paintings and records |
| the expression of strong personal belief is not rare | students are sometimes noisy and inattentive at concerts and lectures |
| students engage in much discussion after hearing a controversial speaker | there is much interest in philosophy and methods of science |
| | students are interested in the analysis of values and cultures |
| | art is to be studied rather than felt |
| | students develop a sense of responsibility about their role in social and political life |
| | a lecture by a noted philosopher or theologian would be well attended |
| | students are actively concerned with national and international affairs |
| | there is much interest in poetry, music, painting, etc. |
| | few things arouse much excitement or feeling |
| | students respond to things in a cool, detached way |

Table 19

External and Internal Supervision and Constraints

| Students agreed by a 2 to 1 margin, or greater, that | Students did not agree (34 per cent to 65 per cent) that |
|---|---|
| **On this campus** | |
| a written excuse is not needed for missing classes | student organizations are closely supervised to avoid mistakes |
| students quickly learn what is and is not done here | professors check on students to make sure assignments are carried out promptly and on time |
| students are assigned seats in many classes | students force each other to abide by expected codes of conduct |
| frequent tests are given in most courses | students wait to be called on before speaking in class |
| mid-term and final grades are reported to parents | |
| written permission is needed for overnight absence | |
| students are to report violations of rules and regulations | |
| attendance is usually taken in class | |
| **On this campus** | |
| students pay attention to rules and regulations | students conscientiously take care of school property |
| spontaneous student rallies and demonstrations are not frequent | consent is asked to deviate from common policies |
| students frequently do things on spur of the moment | |
| student pranks are not unthinkable here | |

Lack of agreement occurs most frequently on items relating to general campus stimulation.

In the two years, student responses differ on 17 items. These items are shown in Table 20.

Table 20

Item Differences in 1964 and 1965

| | 1964 | 1965 |
|---|---|---|
| **Teaching, faculty-student relationships and student response** | | |
| **Professors** | | |
| teach courses that are a real intellectual challenge | false | no agreement |
| require much non-class study and preparation | no agreement | true |
| teach courses passed by personality, pull and bluff | no agreement | false |
| teach courses that are easy to pass without hard work | no agreement | false |
| are actively engaged in research | false | no agreement |
| **Students** | | |
| are very serious and purposeful about their work | no agreement | false |
| put much energy into all they do, in class and out of class | no agreement | false |
| know snap courses to take and rough ones to avoid | true | no agreement |
| **Cultural and political stimulation** | | |
| **General campus stimulation** | | |
| student paper rarely prompts discussion of ethical matters | false | no agreement |
| many noted people are brought to the campus for lectures, concerts, etc. | true | no agreement |
| **Student response** | | |
| lecture by a famous scientist would be poorly attended | no agreement | false |
| concerts and art exhibits draw big crowds | no agreement | false |
| lecture by a noted literary critic would be poorly attended | false | no agreement |
| **Supervision and constraints** | | |
| **External** | | |
| important people expect proper respect be shown them | no agreement | false |
| **Internal** | | |
| students occasionally plot an escapade or rebellion | no agreement | false |
| student publications never lampoon people and institutions | no agreement | true |
| students exhibit much caution and self-control | true | no agreement |

Although student answers to a majority of statements were similar in both years, differences on about one-fifth reflect some fluctuations in response from year to year. In 1965 a somewhat higher per cent responded in a positive direction to items relating to the quality of teaching, but by a somewhat lower per cent to most items involving student response.

form x-1

# CUES

## College & University Environment Scales

BY C. ROBERT PACE
UNIVERSITY OF CALIFORNIA
LOS ANGELES

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## Directions

Colleges and universities differ from one another in many ways. Some things that are generally true or characteristic of one school may not be characteristic of another. The purpose of College & University Environment Scales (CUES) is to help define the general atmosphere of different schools. The atmosphere of a campus is a mixture of various features, facilities, rules and procedures, faculty characteristics, courses of study, classroom activities, students' interests, extra-curricular programs, informal activities, and other conditions and events.

You are asked to be a reporter about your school. You have lived in its environment, participated in its activities, seen its features, and sensed its attitudes. What kind of place is it?

There are 150 statements in this booklet. You are to mark them TRUE or FALSE, using the answer sheet given you for this purpose. Do not write in the booklet.

## Instructions for Answer Sheets

1. Enter your name and the other identifying information requested in the spaces provided on the separate answer sheet.

2. Two different forms of answer sheets, *Form X-1* and *Form X-1S* may be used. If you have been provided Form X-1, skip items 3, 4, and 5 below and proceed to item 6.

3. SPECIAL INSTRUCTIONS FOR FORM X-1S ANSWER SHEETS ONLY: If your answer sheet has the notation Form X-1S in the upper right-hand corner, certain identifying information must be entered by marking in the boxes on the left-hand side of the answer sheet. If you have been provided this type of answer sheet, find the section headed "Print last name . . ." at the top left-hand corner. Starting at the arrow on the left, print as many letters of your last name as will fit (up to thirteen) in the large boxes of the LAST NAME section. Print one letter in each large box. Do not go beyond the heavy line that separates last name and first name sections even if you can't complete your last name. If your last name has fewer than thirteen letters, use as many boxes as you need and leave the rest blank. After you have finished printing as many letters of your last name as will fit in the boxes to the left of the heavy line, print as many letters of your first name as will fit (up to seven) beginning at the heavy line and stopping at the last box on the right. Print one letter in each box. If your first name has fewer than seven letters, use as many boxes as you need and leave the rest blank.

4. Now look at the columns under each letter you've printed. Each column has a small box for each letter of the alphabet. Go down the column under each letter you've printed, find the small box labeled with the corresponding letter, and blacken that small box. Do this for each letter you've printed in the large boxes across the top.

5. Note the section on the answer sheet where Identification Number, sex, age, and educational status are requested. Copy your Identification Number into the boxes below the printed number by blackening the appropriate boxes.

Under "sex," mark Male or Female, as appropriate; then indicate your age and educational status in the same way.

6. Find question 1 on the next page and the space on the answer sheet for recording the answer. If you are using the Form X-1S answer sheet, record your answer by blackening the box marked T or F; if using the Form X-1 answer sheet, completely fill in the spaces between the dotted lines as is shown in the sample below.

**Sample Item:** (A) Students are generally pretty friendly on this campus.

Form X-1 Answer Sheet

Form X-1S Answer Sheet

Proceed to answer every item of the 150 given. Blacken space T on the answer sheet when you think the statement is generally characteristic or TRUE of your school, is a condition which exists, an event which occurs or might occur, is the way people generally act or feel.

Blacken space F on the answer sheet when the statement is generally FALSE or not characteristic of your school, is a condition which does not exist, an event which is unlikely to occur, or is not the way people generally act or feel.

1. Students quickly learn what is done and not done on this campus.
2. Students must have a written excuse for absence from class.
3. There are lots of dances, parties, and social activities.
4. Students are encouraged to criticize administrative policies and teaching practices.
5. Campus buildings are clearly marked by signs and directories.
6. There is a lot of apple-polishing around here.
7. New fads and phrases are continually springing up among the students.
8. Student organizations are closely supervised to guard against mistakes.
9. Religious worship here stresses service to God and obedience to His laws.
10. It's important socially here to be in the right club or group.
11. The professors regularly check up on the students to make sure that assignments are being carried out properly and on time.
12. Student rooms are more likely to be decorated with pennants and pin-ups than with paintings, carvings, mobiles, fabrics, etc.
13. Some of the professors react to questions in class as if the students were criticizing them personally.
14. Education here tends to make students more practical and realistic.
15. New jokes and gags get around the campus in a hurry.
16. It is fairly easy to pass most courses without working very hard.
17. Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects.
18. Students almost always wait to be called on before speaking in class.
19. Laboratory facilities in the natural sciences are excellent.
20. Learning what is in the text book is enough to pass most courses.
21. A lecture by an outstanding scientist would be poorly attended.
22. Students set high standards of achievement for themselves.
23. The professors really push the students' capacities to the limit.
24. Class discussions are typically vigorous and intense.
25. Everyone knows the "snap" courses to take and the tough ones to avoid.
26. Long, serious intellectual discussions are common among the students.
27. Personality, pull, and bluff get students through many courses.
28. Standards set by the professors are not particularly hard to achieve.
29. Careful reasoning and clear logic are valued most highly in grading student papers, reports, or discussions.
30. Students put a lot of energy into everything they do—in class and out.
31. Students spend a lot of time together at the snack bars, taverns, and in one another's rooms.
32. There is a great deal of borrowing and sharing among the students.
33. There are definite times each week when dining is made a gracious social event.
34. Faculty members rarely or never call students by their first names.
35. Students commonly share their problems.
36. The professors go out of their way to help you.
37. Most students respond to ideas and events in a pretty cool and detached way.
38. There are frequent informal social gatherings.

39. Most people here seem to be especially considerate of others.
40. Students have many opportunities to develop skill in organizing and directing the work of others.
41. Very few things here arouse much excitement or feeling.
42. Many upperclassmen play an active role in helping new students adjust to campus life.
43. This school has a reputation for being very friendly.
44. The history and traditions of the college are strongly emphasized.
45. It's easy to get a group together for card games, singing, going to the movies, etc.
46. Tutorial or honors programs are available for qualified students.
47. Public debates are held frequently.
48. Quite a few faculty members have had varied and unusual careers.
49. Many of the social science professors are actively engaged in research.
50. There is a lot of interest here in poetry, music, painting, sculpture, architecture, etc.
51. The student newspaper rarely carries articles intended to stimulate discussion of philosophical or ethical matters.
52. The library has paintings and phonograph records which circulate widely among the students.
53. A lecture by an outstanding literary critic would be poorly attended.
54. Channels for expressing students' complaints are readily accessible.
55. There are paintings or statues of nudes on the campus.
56. Course offerings and faculty in the social sciences are outstanding.
57. Students are actively concerned about national and international affairs.
58. There would be a capacity audience for a lecture by an outstanding philosopher or theologian.
59. There are many facilities and opportunities for individual creative activity.
60. A controversial speaker always stirs up a lot of student discussion.
61. Students rarely get drunk and disorderly.
62. There are a number of prominent faculty members who play a significant role in national or local politics.
63. Most students show a good deal of caution and self-control in their behavior.
64. Students here learn that they are not only expected to develop ideals but also to express them in action.
65. Many students drive sports cars.
66. The person who is always trying to "help out" is likely to be regarded as a nuisance.
67. Nearly all students expect to achieve future fame or wealth.
68. Students often start projects without trying to decide in advance how they will develop or where they may end.
69. Some of the most popular students have a knack for making witty, subtle remarks with a slightly sexy tinge.
70. Students are conscientious about taking good care of school property.
71. Student publications never lampoon dignified people or institutions.
72. Student parties are colorful and lively.
73. People here are always trying to win an argument.
74. Society orchestras are more popular here than jazz bands or novelty groups.
75. Drinking and late parties are generally tolerated, despite regulations.

76. Many courses stress the speculative or abstract rather than the concrete and tangible.
77. Many students try to pattern themselves after people they admire.
78. The big college events draw a lot of student enthusiasm and support.
79. Frequent tests are given in most courses.
80. In many classes students have an assigned seat.
81. Student elections generate a lot of intense campaigning and strong feeling.
82. There is an extensive program of intramural sports and informal athletic activities.
83. The college offers many really practical courses such as typing, report writing, etc.
84. Anyone who knows the right people in the faculty or administration can get a better break here.
85. Student pep rallies, parades, dances, carnivals or demonstrations occur very rarely.
86. Students take a great deal of pride in their personal appearance.
87. Everyone has a lot of fun at this school.
88. There is a recognized group of student leaders on this campus.
89. The values most stressed here are open-mindedness and objectivity.
90. The important people at this school expect others to show proper respect for them.
91. Students who work hard for high grades are likely to be regarded as odd.
92. There is a lot of interest in the philosophy and methods of science.
93. There are so many things to do here that students are busy all the time.
94. Students are sometimes noisy and inattentive at concerts or lectures.
95. Most courses require intensive study and preparation out of class.
96. Course offerings and faculty in the natural sciences are outstanding.
97. Few students here would ever work or play to the point of exhaustion.
98. Most courses are a real intellectual challenge.
99. Courses, examinations, and readings are frequently revised.
100. Students are very serious and purposeful about their work.
101. People around here seem to thrive on difficulty—the tougher things get, the harder they work.
102. Professors usually take attendance in class.
103. Examinations here provide a genuine measure of a student's achievement and understanding.
104. There is very little studying here over the week-ends.
105. The school is outstanding for the emphasis and support it gives to pure scholarship and basic research.
106. There is a lot of excitement and restlessness just before holidays.
107. Students often run errands or do other personal services for the faculty.
108. Graduation is a pretty matter-of-fact, unemotional event.
109. The college regards training people for service to the community as one of its major responsibilities.
110. All undergraduates must live in university approved housing.
111. When students run a project or put on a show everybody knows about it.
112. Students are expected to work out the details of their own programs in their own way.
113. Students' mid-term and final grades are reported to parents.
114. Students exert considerable pressure on one another to live up to the expected codes of conduct.
115. There is a lot of group spirit.

116. Students are frequently reminded to take preventive measures against illness.
117. Most of the faculty are not interested in students' personal problems.
118. Proper social forms and manners are important here.
119. The school helps everyone get acquainted.
120. Resident students must get written permission to be away from the campus overnight.
121. Most of the professors are dedicated scholars in their fields.
122. Modern art and music get little attention here.
123. Many students here develop a strong sense of responsibility about their role in contemporary social and political life.
124. Many famous people are brought to the campus for lectures, concerts, student discussions, etc.
125. An open display of emotion would embarrass most professors.
126. Many of the natural science professors are actively engaged in research.
127. Special museums or collections are important possessions of the college.
128. Few students are planning post-graduate work in the social sciences.
129. To most students here art is something to be studied rather than felt.
130. The expression of strong personal belief or conviction is pretty rare around here.
131. Concerts and art exhibits always draw big crowds of students.
132. There are a good many colorful and controversial figures on the faculty.
133. The school offers many opportunities for students to understand and criticize important works in art, music, and drama.
134. There is considerable interest in the analysis of value systems, and the relativity of societies and ethics.
135. Students are encouraged to take an active part in social reforms or political programs.
136. Students occasionally plot some sort of escapade or rebellion.
137. Students pay little attention to rules and regulations.
138. Instructors clearly explain the goals and purposes of their courses.
139. Bermuda shorts, pin-up pictures, etc., are common on this campus.
140. Spontaneous student rallies and demonstrations occur frequently.
141. There always seem to be a lot of little quarrels going on.
142. Most student rooms are pretty messy.
143. Few students bother with rubbers, hats, or other special protection against the weather.
144. It is easy to take clear notes in most courses.
145. Students frequently do things on the spur of the moment.
146. Rough games and contact sports are an important part of intramural athletics.
147. Students are expected to report any violation of rules and regulations.
148. Dormitory raids, water fights and other student pranks would be unthinkable here.
149. Many students seem to expect other people to adapt to them rather than trying to adapt themselves to others.
150. Students ask permission before deviating from common policies or practices.